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ABSTRACT

Twenty-one organizations--representing 19 countries--contributed to this compilation by addressing the following questions: What does your organization view as the major educational concerns of tomorrow and the role of the teaching profession related thereto? What is your organization doing to prepare for the anticipated role both in relations with the political and educational authorities and your own members? Specific issues for education and the future are addressed, including: (1) relationship between education and employment; (2) preparation for the transition from school to work and life in society; (3) life-long education; (4) expansion of facilities in the face of economic restraints; (5) teacher education and the complex society of tomorrow; (6) unity within the teaching profession and relations to outside groups; (7) concern for human rights; (8) curriculum and examination systems; (9) relationship of school to higher education; and (10) the school as a part of the educational system. (DS)

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THE TEACHING PROFESSION IN THE WORLD OF TOMORROW
LA PROFESSION ENSEIGNANTE ET LE MONDE DE DEMAIN
LA PROFESION ENSENANTE EN EL MUNDO DE MANANA

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World Confederation of Organizations of the Teaching Profession
Confédération Mondiale des Organisations de la Profession Enseignante
Confederación Mundial de Organizaciones de Profesionales de la Enseñanza

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National Reports on the theme for 1978

in their original languages

Rapports Nationaux sur le thème de 1978

dans leurs langues originales

Informes Nacionales sobre el tema de 1978

en los idiomas originales

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Inquiry Outline for the 1978 Assembly Theme

"The Teaching Profession in the World of Tomorrow"

Teacher organisations by their nature are oriented to immediate or daily issues but all organisations must from time to time glimpse and assess the future in order to make current policy.

Two basic questions are posed in regard to the 1978 Theme Study -

(a) What does your organisation view as the major educational concerns of tomorrow and the role of the teaching profession related thereto;

(b) what is your organisation doing to prepare for the anticipated role both in relations with the political and educational authorities and your own members.

In respect of the first it seems necessary to define what are the major issues with which education will be concerned in the world of tomorrow. While these will vary from region to region and country to country, they will also be linked to, or be extensions of, issues which have already been posed and which are likely to concern educators increasingly in the years ahead.

A. The relationship between education and employment - reduction in the number of jobs available in developed countries and an increasing specialisation in the preparation for such jobs; changes in the employment needs of the developing countries as they developed their own national societies, with particular concern for work in the rural areas and displacement of foreign personnel in the development of natural resources and in local manufacture.

B. Preparation for the transition from school to work and life in society, especially with the extension of the period of compulsory schooling or voluntary staying at school and the need to use this period of additional schooling effectively: the technological society of tomorrow will need broad-based political control based on the involvement of an informed society.

C. Life-long education both in relation to changes in employment patterns and the use of increased leisure with consequent changes in the role of the school within the educational process: within the technological society in particular the need for personal identity and the peaceful satisfaction of the spirit of adventure will increase in importance if frustration and its violent consequences are to be avoided.

D. Expansion of educational facilities and service in face of increasing economic restraints: declining enrolments in developed countries are being accompanied by cuts in public expenditure whereas in developing countries increasing enrolments are not being matched by economic expansion at the same rate. Both conditions present serious problems for the teaching profession in terms of numbers of teachers required, class sizes and quantitative matters.

E. Teacher education to produce teachers capable of preparing their pupils/students to handle the increasingly complex nature of the society of tomorrow in facing the challenges of technology, national developments, the new international economic order, cultural identity etc. It is clear that very much is expected of the teachers of tomorrow; how far is teacher education keeping pace with these expectations? There is also the demand that education should emphasise learning rather than teaching, but the ways and means of achieving this in practise is related both to teacher education provisions and available school facilities.

F. Unity within the teaching profession and relations between the teaching profession and other groups in society: there is a potential conflict between the pressures for identity which pushes people to prefer smaller groups covering their special interests and the pressures for national (regional, state and local in some cases) solutions which impel greater collectivity. Teachers' organisations all seek unity in theory but in practice in many places there is as much desire for splitting as for unification. The teaching profession has been viewed traditionally in many countries as falling somewhere between the liberal professions, such as doctors and lawyers, and the skilled trades. In other instances, the teachers seek to be viewed as educational workers, in a similar role to workers in other fields, and closely associated with the trade union movement. In the view of your organisation, where will the teaching profession stand in the world of tomorrow?

G. International and national concern for human rights is rising whereas instances of denials of such rights appear to be increasing: education is being asked to promote the cause of human rights (a world-wide Unesco conference on this specific topic is to be held in October in Vienna) without a corresponding liberalisation of society in very many cases and without sufficient protection of teachers in the exercise of their profession when they promote such rights in the school context. It seems that greater dialogue is needed with the political and educational authorities to establish workable ground rules which will be fully respected.

H. The development of the curriculum and the examination system in relation to the needs of the society of tomorrow: there is increasing demand for school programmes in regard to environment protection, population and family life issues, limitation of drug abuse, international understanding and a variety of issues of national concern whose solution has international implications. In the past WCOTP Assemblies have called for the solution of these problmes through improved use of the present day curriculum and/or

extra-curricula activities. Will this approach suffice in the world of tomorrow or is there need for a more profound revision of the school programme and its evaluation system?

I. The relationship between school and higher education or other post-school activities is increasingly questioned: the school programme has been very largely conditioned by the needs of higher education in regard to entry procedures and this has conditioned the nature of the aptitudes in regard to which the individual pupil/student has been evaluated: the concept of equal opportunity through education demands that this be changed and that each pupil/student be judged according to his or her particular aptitudes and his or her future activities. The ways and means to reach this goal will be discussed increasingly in the years ahead.

J. The school as a part of the educational system in which non-formal education plays a major role and seems likely to play an increasing role in the world of tomorrow: in the past the concerns of teachers were basically confined to the formal education system but more and more there is recognition that such a restricted role will be insufficient in the educational world of tomorrow.

Other issues may be of great concern to your individual societies as they face the world of tomorrow - either short-term (up to the year 2000) or long-term. What is sought in the national responses to the 1978 Theme Inquiry is:

1. A catalogue of the major educational concerns for the future as seen by your organisations.

2. The view of your organisation on the role of the teaching profession in relation to these concerns.

3. What your organisation is doing to prepare your members to face these issues.

4. What your organisation is doing in relations with the political and educational authorities to cater for the needs of education in the world of tomorrow as you see them today.

Cuestionario sobre el tema de la Asamblea de 1978

"La profesión enseñante en el mundo de mañana"

Por su caracter, las organizaciones de enseñantes tienden a orientarse a temas cotidianos e inmediatos, pero periódicamente conviene mirar y evaluar el futuro con objeto de preparar su política ordinaria.

El tema de 1978 plantea dos preguntas fundamentales:

a) ¿Qué estima su organización que es la principal preocupación educativa del futuro y qué función tendrá la profesión enseñante a este respecto?

b) ¿Cómo se prepara su organización para esta función que se anticipa, tanto en el campo de las relaciones con las autoridades futuras y docentes como con sus propios afiliados?

Con respecto a la primera pregunta es necesario definir cuales son los principales problemas que encontrará la educación en el mundo de mañana. Aunque difieran entre sí de una región a otra y entre países, estarán vinculados a problemas que ya se han planteado o serán una prolongación de las mismas cuestiones que probablemente preocuparán cada vez más a los educadores en los años venideros.

A. Relación entre educación y empleo - es decir: la disminución de trabajos disponibles en los países desarrollados y la especialización más acentuada en la preparación de tales trabajos; la transformación en las necesidades de empleo en los países en desarrollo a medida que evolucionan sus sociedades nacionales, muy especialmente en el trabajo en las zonas rurales y en el desplazamiento de personal extranjero en relación con el desarrollo de los recursos naturales y las manufacturas locales.

B. Preparación para la transición de la escuela al trabajo y a la vida en sociedad, especialmente en vista de la ampliación del periodo de escolaridad obligatoria o permanencia voluntaria en la escuela y la necesidad de utilizar

eficazmente ese periodo de escolaridad suplementaria; la sociedad tecnológica del mañana exigirá un control de amplia base política con la participación de una sociedad informada.

C. Educación permanente en relación con los cambios de la estructura del empleo y con el uso del tiempo libre, y las consiguientes modificaciones de la función de la escuela durante el proceso educativo: en las sociedades tecnológicas especialmente, la necesidad de poseer identidad personal y de satisfacer pacíficamente el espíritu de aventura adquirirá mayor importancia si se quieren evitar frustaciones y sus violentas consecuencias.

D. Ampliación de las posibilidades de educación en el ejercicio frente a las crecientes restricciones económicas: la disminución de inscripciones en los países desarrollados va acompañada de cortes en los gastos públicos, mientras que en los países en desarrollo el incremento de inscripciones no corresponde al ritmo de la expansión económica. Ambas condiciones representan serios problemas para la profesión enseñante con respecto al número de enseñantes necesarios, tamaño de las aulas y cuestiones de carácter cuantitativo.

E. Formación de enseñantes que prepare maestros capaces a su vez de preparar alumnos/estudiantes que se enfrenten con el carácter cada vez más complejo de la sociedad futura, haciendo frente a los retos de la tecnología, el desarrollo nacional, el nuevo orden económico internacional, identidad cultural, etc. No hay duda de que se espera mucho de los enseñantes del futuro; ¿en qué medida guarda ritmo la educación del enseñante con esas aspiraciones? Se pide también que la educación subraye la importancia de aprender más que la de enseñar, pero el modo y manera de lograrlo en la práctica está en relación con las disposiciones relativas a la formación de enseñantes y escuelas disponibles.

F. Unidad en la profesión enseñante y relación entre ésta y otros grupos de la sociedad: Existe un conflicto, en potencia, entre las presiones relativas a la identidad que empuja al ser humano a preferir agrupaciones pequeñas que abarquen sus intereses especiales y las presiones tendentes a las soluciones nacionales (regionales, provinciales y hasta locales en algunos casos) que conducen a colectividades mayores. Todas las organizaciones de enseñantes procuran la unidad en teoría, pero en la práctica, en muchos lugares el deseo de dividirse es tan acusado como el de unificarse. En muchos países, la profesión enseñante se considera tradicionalmente como una profesión liberal, como la medicina, abogacía y otros oficios especializados. En otros, se trata de verla como trabajadores de la educación, con una función semejante a la de trabajadores de otras esferas y estrechamente relacionados con el movimiento sindical. En opinión de su organización, ¿en qué campo estará la profesión enseñante en el mundo de mañana?

G. La preocupación nacional e internacional por los derechos humanos aumenta al mismo tiempo que se incrementan los casos de negación de tales derechos: se ha pedido a los educadores que promuevan la causa de los derechos humanos (en octubre se celebrará en Viena una conferencia mundial de la Unesco sobre este tema) sin que en muchos casos haya habido la correspondiente liberalización de la sociedad ni la suficiente protección al enseñante en el ejercicio de su profesión cuando aboga por tales derechos en el contexto del trabajo escolar. No hay duda de que es preciso ampliar el diálogo entre las autoridades políticas y docentes para fijar reglas básicas aplicables, plenamente respetadas.

H. Ampliación del programa escolar y sistema de exámenes en relación con las necesidades de la sociedad del mañana: aumenta la demanda de programas escolares sobre la protección del medio ambiente, cuestiones de población y vida familiar, limitación del abuso de las drogas, entendimiento internacional y varias cuestiones de interés nacional cuya solución tiene repercusiones internacionales. En Asambles anteriores de la CMOPE se ha pedido que la solución a tales problemas se haga mediante una mejor aplicación de los programas escolares corrientes, o por medio de actividades extraescolares o ambos. ¿Bastará este método en el mundo de mañana o será necesaria una revisión a fondo de los programas escolares y de su sistema de evaluación?

I. La relación entre la escuela y la educación superior u otras actividades posescolares se cuestiona contínuamente: hasta la fecha los programas escolares han estado condicionados en gran parte, por las exigencias de la educación superior con respecto al sistema de ingreso, lo que a su vez ha condicionado la naturaleza de las aptitudes con respecto a la evaluación del alumno/estudiante individual: el concepto de igualdad de oportunidades en la educación exige su modificación y que cada alumno/estudiante sea juzgado conforme sus aptitudes particulares y sus actividades futuras. El modo y manera de lograrlo será objeto de intensos debates en los años venideros.

J. La escuela como parte del sistema educativo en la que la educación no oficial desempeña una función importante y que probablemente tendrá un papel más importante todavía en el mundo de mañana: hasta la fecha la preocupación del enseñante se ha centrado básicamente en el sistema oficial de educación, pero cada vez se reconoce más ampliamente que esa función tan limitada será insuficiente en el mundo edicativo del futuro.

Existen otras cuestiones que tal vez sean de gran interés para las sociedades individuales al enfrentarse con el mundo de mañana, bien sea a corto plazo (hasta el año 2000) o a largo. Lo que se desea obtener en las respuestas nacionales al tema de 1978 es:

1. Una lista de las principales preocupaciones para el futuro en la esfera educativa, vista por sus afiliados.

2. La opinión de su organización sobre la función de la profesión enseñante en relación con tales preocupaciones.

3. Qué hace su organización sobre la función de la profesión enseñante en relación con tales preocupaciones.

4. Actitud de su organización en las relacionws con las autoridades políticas y docentes para atender las necesidades de la educación en el mundo de mañana tal como se ven actualmente.

Questionnaire relatif au thème de l'Assemblée de 1978

"La profession enseignante et le monde de demain"

Les organisations d'enseignants, de par leur nature, sont axées sur les questions d'intérêt immédiat et quotidien, mais toutes doivent de temps à autre s'interroger sur l'avenir afin d'établir leur politique du moment.

L'étude du thème de 1978 amène à formuler deux interrogations fondamentales :

a) Quels sont, de l'avis de votre organisation, les principaux sujets de préoccupation en ce qui concerne l'éducation de demain et quel est le rôle de la profession enseignante à cet égard ?

b) Que fait votre organisation pour se préparer au rôle qui l'attend à la fois dans ses relations avec les autorités politiques et éducatives et avec ses membres ?

Pour répondre à la première, il semble nécessaire de définir ce que seront les grandes questions dont l'éducation devra s'occuper dans le monde de demain. Elles varieront certes d'une région et d'un pays à l'autre, mais elles seront également des éléments ou des prolongements de questions qui sont déjà posées et qui retiendront probablement de plus en plus l'attention des éducateurs ces prochaines années.

A. Les relations entre l'éducation et l'emploi - réduction du nombre des postes offerts dans les pays développés et spécialisation accrue dans la préparation à ces postes; transformation des besoins de main-d'oeuvre des pays en développement à mesure que leurs sociétés nationales se développent, une importance particulière étant accordée au travail dans les zones rurales et le personnel étranger étant déplacé pour s'occuper de la mise en valeur des ressources naturelles et des entreprises manufacturières locales.

B. La préparation du passage de l'école au monde du travail et à la vie en société - compte tenu spécialement de la prolongation de la scolarité obligatoire ou de la poursuite volontaire de la scolarité, ainsi que de la nécessité d'utiliser efficacement cette période de scolarité supplémentaire, la société technologique de demain aura besoin d'un contrôle politique s'appuyant sur une large base constituée par une société informée.

C. L'éducation permanente - compte tenu à la fois de la transformation de la structure de l'emploi et de l'utilisation des loisirs accrus et du changement qui en résultera pour ce qui concerne le rôle de l'école dans le processus éducatif, dans le cadre de la société technologique en particulier, le besoin d'identité personnelle et de satisfaction pacifique de l'esprit d'aventure occupera une place de plus en plus importante si l'on veut éviter le sentiment de frustration et ses conséquences violentes.

D. L'expansion des installations et des services éducatifs face à l'aggravation des contraintes économiques - la diminution des effectifs dans les pays développés s'accompagne de compressions dans les dépenses publiques, alors que dans les pays en développement, l'accroissement du taux de fréquentation scolaire ne reflète pas un taux d'expansion économique analogue. Dans l'un et l'autre cas, de graves problèmes se posent à la profession enseignante pour ce qui concerne le nombre des enseignants requis, le nombre d'élèves par classe et les questions quantitatives.

E. Une formation pédagogique qui rende les enseignants capables de préparer leurs élèves à la complexité croissante de la société de demain face aux défis de la technologie, du développement des différents pays, du nouvel ordre économique international, de l'identité culturelle, etc. Il est clair que l'on attend beaucoup des enseignants de demain; dans quelle mesure la formation pédagogique progresse-t-elle pour répondre à cette attente ? On réclame aussi que l'éducation mette l'accent sur l'apprentissage plutôt que sur l'enseignement, mais les moyens d'y parvenir dans la pratique sont fonction du système de formation pédagogique aussi bien que des installations scolaires disponibles.

F. L'unité au sein de la profession enseignante et les relations entre cette profession et les autres groupes de la société - il y a risque de conflit entre les pressions exercées dans le sens de la recherche de l'identité qui incite les individus à préférer de petits groupes répondant à leurs intérêts particuliers et les pressions exercées dans le sens des solutions nationales (ou régionales, provinciales et locales, dans certains cas) qui poussent à une collectivisation plus grande. Les organisations d'enseignants recherchent toutes l'unité en théorie, mais en pratique, dans de nombreux cas, on souhaite autant l'éclatement que l'unification. La profession enseignante est traditionnellement considérée dans de nombreux pays comme se situant quelque part entre les professions libérales telles que la médecine ou la pratique du droit et les métiers qualifiés. En d'autres cas, les enseignants cherchent à se faire passer pour des travailleurs de l'éducation occupant un rôle analogue à celui des travailleurs d'autres secteurs et à être étroitement associés au mouvement syndical. Quelle sera, selon votre organisation, la position de la profession enseignante dans le monde de demain ?

G. La protection internationale et nationale des droits de l'homme - l'inquiétude à ce sujet s'accroît à mesure que les cas de violations de ces droits semblent être plus nombreux : le secteur de l'éducation est invité à promouvoir la cause des droits de l'homme (une conférence mondiale de l'UNESCO sur ce thème particulier aura lieu en octobre à Vienne) sans qu'il y ait de libéralisation correspondante de la société dans de très nombreux cas et sans que les enseignants bénéficient d'une protection suffisante dans l'exercice de leur profession lorsqu'ils cherchent à promouvoir ces droits dans le contexte de l'école. Il semble qu'il faudrait développer le dialogue avec les autorités politiques et éducatives afin d'établir des règles fondamentales qui puissent être pleinement respectées.

H. L'élaboration du programme d'études et le système d'examen par rapport aux besoins de la société de demain - on réclame de plus en plus des programmes scolaires qui traitent de la protection de l'environnement, des questions de population et de vie familiale, de la lutte contre la drogue, de la compréhension internationale et de toute une gamme de problèmes d'intérêt national dont la solution a une incidence sur le plan international. Dans le passé, les assemblées de la CMOPE ont préconisé de les résoudre grâce à un meilleur usage du programme d'études actuel et/ou des activités extra-scolaires. Cette méthode sera-t-elle suffisante dans le monde de demain, ou bien faut-il une revision plus poussée du programme scolaire et de son système d'évaluation ?

I. Les relations entre l'école et l'éducation supérieure ou d'autres activités post-scolaires - ces relations sont de plus en plus contestées : le programme scolaire a été conditionné dans une très large mesure par le niveau imposé pour l'admission à l'éducation supérieure, ce qui a conditionné à son tour la nature des aptitudes par rapport auxquelles chaque élève a été évalué : le concept de l'égalité des chances par l'éducation exige que cette situation soit modifiée et que chaque élève soit jugé selon ses aptitudes particulières et ses activités futures. Les moyens permettant d'atteindre cet objectif seront de plus en plus discutés au cours des années à venir.

J. L'école en tant que partie du système éducatif dans lequel l'enseignement non formel joue un rôle majeur qui se développera sans doute de plus en plus dans le monde de demain : autrefois, les enseignants se souciaient essentiellement de l'enseignement formel, mais ils reconnaissent de plus en plus aujourd'hui qu'un rôle aussi limité sera insuffisant dans le monde éducatif de demain.

D'autres questions peuvent présenter un grand intérêt pour nos différentes sociétés lorsqu'elles envisagent l'avenir soit à court terme (jusqu'à l'an 2000), soit à long terme. Ce que nous souhaitons donc trouver dans vos réponses au questionnaire, ce sont :

1. Un catalogue des principaux sujets éducatifs qui préoccupent votre organisation lorsqu'elle envisage l'avenir.

2. L'opinion de votre organisation sur le rôle de la profession enseignante par rapport à ces sujets.

3. Ce que fait votre organisation pour préparer vos membres à résoudre ces problèmes.

Ce que fait votre organisation dans ses relations avec les autorités politiques et éducatives en vue de satisfaire les besoins de l'éducation dans le monde de demain tels qu'ils lui apparaissent aujourd'hui.

BRASIL

CONFEDERACAO DE PROFESSORES DO BRASIL (C.P.B)

Pressuposto básico: Algumas peculiaridades que envolvem as respostas contidas no presente Documento levam a CPB a prestar un informe inicial, a fim de melhor encaminhá-lo à sintese final:

A preocupaçao básica, formulada em "objetivo" para o trabalho da CPB junto às suas Entidades afiliadas, constitui, também, a linha de reflexao e questionamento que serve de subsídio ao Documento em pauta e que pode ser expressa através de três pontos fundamentais:

1. o incentivo à formaçao de uma consciencia crítica no professor, fortemente dificultada por razoes que o levam a uma dupla perplexidade, tais como:

- a tomada de consciencia da inexerabilidade das mudanças de mundo contemporâneo;

- a fase de transiçao em que se encontra o País, no que diz respeito ao Ensino, envolvido pela Lei 5692 de 1971, que desencadeou uma Reforma de Base que progressivamente deverà levar nao só a uma reorganizaçao de Ensino, mas a uma nova concepçao de Escola, suficientemente estruturada o suficientemente flexivél e sensível ás imensas diferenciaçoes regionais;

2. a operacionalizaçao de objetivo proposto, pelo desencadeamente, em nível nacional, a partir de 1977, de dois PROJETOS (veja se respostas 3) com vistas ao parefundamente, à reisao e à reflexao de Temas e Princípios sugeridos e esboçados em Seminários , Congressos em nível estadual, nacional e internacional;

3. a preocupacao pela formaçao sempre mais acentuada de uma consiência de classe, capaz de influir na política educacional sugerida pela Reforma apontada e na valorizaçao de Professor como profissional e agente das mudanças.

RESPOSTAS

1. Preocupaçoes das Entidades afiliadas à CPB:

As perspectivas de um mundo futuro, que a própria análise e a reflexao sobre a panorâmica de mundo atual jà permitem vislumbrar, e sentir colocam os professores face a profundas interrogaçoes que, por sua vez, dimensionam suas preocupaçoes e reclamam um posicionamente:

I. O mundo atual, em que o homem nao é mais um estranho, pois que o conhece ao transformá ao conhecê-lo, marcado por:

- mudanças qualitativas e essenciais
- explosao demográfica
- imperativos de desenvolvimento econômico e da luta contra a feme
- reveluçao técnica e cientifíca
- multiplicaçao dos conhecimentos
- promoçao das massas

- limitaçao da natalidade e esterilizaçao em massa
- marginalizaçao
- analfabetismo
- novos anseios per uma nova expressão democrática o suas consequências
- extensao e proliferaçao dos meios de comunicaçao
- problemas sociais criados pelo desemprego
- comptediçao num mundo desigual
- violencia e desesperança
- profundos abalos na estrutura sócio-familiar.

Está a exigir:

- participaçao
- inadiável reescalonamente de valores
- reformas essenciais, com base nas reais necessidades do homem de hoje, no limiar de um novo século
- consciência viva dessas necessidades, desencadeadas pelas mudanças também essenciais e qualificativas que se processam no mundo inteiro
- adaptaçao contínua as transformaçoes decorrentes do processo de desenvolvimento
- atençao vigilante e açao permanente, na lutta contra o subdesenvolvimento
- democratizaçao da vida cultural
- profundo conhecimento da Declaraçao dos Direitos Humanos e seu integral cumprimento.

II, Essa "panorâmica de mundo" registra:

- un mundo em "trânsite"
- um momento de "crise"
- cujas consequências - podem revelar posiçoes antagônicas, que se expressam per:
- insegurança
- desistência
- luta
- esperança

III. Reflexos dessa "panorâmica" sobre a Educaçao:

- causas econômicas e sociais quse sempre estranhas ao fenômeno educativo encarado em si mesmo
- crise da estratégia linear adotada pela Escola
- crise de crescimento
- conflito entre as exigências crescentes da educaçao e as possibilidades econômicas para corresponder às necessidades
- inadequaçao da Escola e dos sistemas de Ensino para responder aos desafios de um mundo marcado pela revoluçao ténico-científica
- um tipo de aluno que já nao reage favoravelmente aos velhos esquemas
- contestaçao, desistência, evasao
- desproporçao entre o número de jovens que terminam seus estudes e o mercado de trabalho
- desigualdade de oportunidades, face a uma educaçao ainda elitizante
- lenta transiçao de uma educaçao formal para uma educaçao permanente
- insegurança como fonte de resistência à mudança
- descenhecimento de uma pedagogia de tempo livre
- crise de Instituiçoes e a recusa em aceitá-la

- luta desigual no campe da profissionalizaçao de pesseal docente
- defasagem entre a politica educational e as necessidades da hora presente.

2. Opiniao da CPB em relaçao a tais preocupacoes:

A opiniao que se formula pode ser expressa também,neste caso, em termes de um questionámento sério e ansioso que se faz o professor de hoje, face à problemática apresentada:

- como se configura a Escola de futuro? ....
- que modificaçoes essenciais está a exigir a Organizaçao de Ensino?
- que imagem de homem se pretende formar?...
- qual o futuro da profissao docente?...
- está o professor de hoje preparado para vivê-la?

Algumas consideraçoes se acrescentam a este "questionamento" que podem, talvez dimensionar um peuce mais a situaçao de professor brasileiro, que vive, como fei sito inicialmente, uma fase de implantaçao e implementaçao de uma Reforma de Ensino em todo o País.

E óbvio que "os problemas e as contradiçoes que se acumulam ne domínio de Educaçao e es problemas sociais que com eles se relacionam, acabaram por criar uma crise de educaçao".

Ela atinge a todos os países, mas assume características peculiares em países em vias de desenvolvimento, para os quais o desafio se configura em termos de Reforma de Ensino é : "MAIS QUE UMA REFORMA: UNA NOVA CONCEPCAO DE ESCOLA".

- Uma nova concepçao de Escola, em que se reconheça que as renovaçoes pedágógicas nao sao causas: sao efeitos de causas economicas, sociais e culturais.

- Uma nova concepçao de Escola, em que uma nova estrategía corresponda a uma definiçao mais completa de objetivos educacionais integrados e integradores.

- Uma nova concepçao de Escola, em que se busquem novos modelos de desenvolvimento.

- Uma nova concepçao de Escola, em que se pense numa educaçao funcional e significativa, menos alienante e preconceituosa, ande coexista uma integraçao horizontal e vertical.

- Uma nova concepçao de Escola, em que a atualizaçao qualitativa, pela melhoria de padroes de ensine, e a atualizaçao quantitativa, em termes de expansao, sejam uma constante.

- Uma nova concepçao de Escola, em que se difunde a idéia de que esta, a escola, nao é fim em si mesma, mas é, muito mais, geradora de novas perspectivas e de novas fontes de açao, abrinde sua visao para a educaçao permanente, como imperativo da hora presente, enquante processo contínuo de desenvolvimento.

Neste processo contínuo de desenvolvimento, claro está, que a atual dicotomia, "educaçao escolar - educaçao pos-escolar" tenderá cada vez mais a apagar-se, em proveito de um sistema educativo tendo em conta as exigências profissionais, culturais e pessoais, presente e futuras, em que a renvoaçao acelarada dos conhecimentos, as modificaçoes estruturais provocadas pelo avanço tecnológico, as diferenças entre o nível das aspiraçoes à educaçao e a capacidade, de sistema atual de dar-lhes uma resposta adequada, sao uma exigência constante.

- Face a esta nova concepçao de Escola avulta a pergunta:
  Está o professor preparado para vivê-la?

Nesta "estratégia de desenvolvimento" que passa a envolver a Escola, o professor dixa de ser um mere "transmisser de conhecimentos" para ser o organizador e planificador dos sistemas de ensine.

Tel papel constitui-se num desafio:
- a sus criatividade
- á sua autonomía - que é conquista e é interiorizaçao
- à sua visao de mundo
- à seu espírito profético.

Será através do cultivo deste espírito crítico e profético, que o professor para o mundo de amanha vivendo o hoje em toda a sua realidade, será capaz de vislumbrar no momento deste mundo em "trânsito", deste mundo "em crise", um "tempo anunciador".

"Nao existe uma pedagogia da crise: o que existe é um aproveitamento pédagógico da crise".
Para isto ele dever ser alertado: para viver este momento de "crise" ele está despreparado. Esta parece ser a grande tarofa a realizar com os que se comprometem com a "PROFISSAO DE ENSINAR NO MUNDO DE AMANHA".

3. O que faz a CPB sobre a funçao de ensinar em relaçao com as preocupaçoes apantadas.

- A necessidade de criar nos professores do Brasil uma consciência clara do momento significativo que o mundo atravessa, a partir de um diagnóstico de realidado.

- importância de papel de professor, como agente na dinâmica do mundo contemporâneo.
- as dificuldades que enfrenta o professor para assumir um posiciona mento frente a essa realidade.
- a preocupaçao de ternar conhecida e vivida a temática adotada pelas Organizaçoes de Professores, em nível nacional a CPB.
- a necessidade de levar as Associaçoes de Classse de Magistério a realizarem uma açao mais efetiva em relaçao ao seu desemphenho junto ao grupo de associados, às autoridades Educacionais e administrativas, bem como em relaçao à Comunidade a qual estao ligadas.
- a formaçao de equipes de trabalho treindadas para atuarem como elementos multiplicadores nas Associaçoes de Classe.
- a necessidade de capacitar recursos humanos para a execuçao de trabalhos específicos das Organizaçoes de Professores.

- Todos estos aspectos levaram a CPB a elaborar e implantar, a partir de 1977 dois grandes Projetos:

- O primeiro destinado a decobrir e capacitar lideranças para o desempenho das atividades relativas às tarefas de multiplicadores nas suas Entidades de Classe, e nas próprias Comunidades.

- O segundo, com visitas a oportunizar, para os professores, momentos de reflexao, a fim de capacitá-los mais a pensar ne seu engajamente no processo educacional como ser atuante, como profissional, através de uma visao humanístico e humanizadora.

Ambos os Projetos, pelo seu progressivo desenvolvimento e pelos objetivos visados, integraram-se num sé, que passeu a se denominar:

"PROJETO DE DESENVOLVIMENTO DAS ASSOCIACOES - PRODAS".

- A execuçao deste PROJETO, que vem mobilizando a atençao da CPB, e das Entidades filiadas, uma vez lançade em nível nacional, passeu a ser desenvolvido em fasses, obedecendo a um criterío regional e local, ocorrendo em sua execuçao a etapas de "retomada" para necessária realimentaçao de Processo.

- A partir de Projeto elaborado pela equipe central da CPB as Entidades afiliadas elaboram o seu sub-projeto local, obedecendo as suas características peculiares.

- A Coordenaçao do Projeto cabeà CPB, em âmbite geral, e em nível local e regional as suas respetivas coordenaçoes que se articulam com a Coordenaçao Geral, com vistas à manutençao da unidade sem prejuíze das diferenciaçoes regionais num País de tao ampla dimensao como é e Brasil.

- As avaliaçoes que periodicamente sao realizadas jà permitem constatar a validade de Projeto em pauta e sua oportunidade.

4. <u>Atitude da CPB em relaçao às Aitoridades</u>:

- A CPB tem procurado levar suas afiliadas a um posicionamento frente as autoridades, quer políticas, quer educacionais, com vistas à conscientizaçao da valorizaçao da Classe de Magistérió, para que a mesma no gozo dos seus direitos e mediante uma remuneraçao condigna, possa exercer com dignidade e eficiência a sua imensa tarefa docente.

Para tal, tem a CPB organizado Seminários estaduais, Congressos Nacionais, Reunioes periódicas com a elaboraçao e divulgaçao de Documentos reivindicatórios e persuasivos, constantes pronunciamentos pela imprensa e açao permante junto as autoridades Municipais, Estaduais, e Nacionais têm marcado essa atuaçao bem como a busca efetiva de uma real participaçao na elaboraçao da política educacional de País.

CANADA

Canadian Teachers' Federation

Life, it has been remarked, is a cruel teacher. It sets the test first, then teaches the lesson afterwards. Our only real guide to future action in any situation is our knowledge and understanding of what happened in similar circumstances in the past. It is only when we have committed ourselves to action on that basis that we discover how much more greatly things have changed than we realized, and how mistaken our judgement was in consequence.

The all-too familiar difficulty of prediction in an era of rapid change is particularly vexing in the field of education. The prime function of the school, after all, is to draw from the collective experience of the past and place at the disposal of the pupil the knowledge that will be most serviceable for the future. To be more exact, it should carry out that process with respect to those forms of learning which, in the judgement of the community, are least likely to be effectively transmitted without the organized efforts of trained teachers. To be even moderately successful, then, the school must be an accurate predictor of future circumstances as well as an accurate and adequate communicator of things learned from past experience.

Educational policies in Canada were recently reviewed by the OECD. In their report, the Examiners observed that "the school stands at the juncture of the present and the unknowable future". In a period of stability (that is to say, of slow change, since there is no such thing as changelessness) we may be reasonably confident that a forward projection of past experience will provide an approximate guide, subject only to small adjustments and corrections as the child progresses into adult life. It will not be difficult for the teacher to ensure that the child is capable of what one OECD document calls "initial comprehension of what is allowed or required in any situation". In such times, there is little need for conjecture about the future role of the teacher. It may be presumed to have been firmly shaped by public expectations -- to have become what the community wants it to be --, and it may be expected to continue to be more or less the same.

But when change is rapid and fundamental, what becomes of the smooth linkage that the school is supposed to provide at "the juncture of the present and the unknowable future"? Pictured thus, the image is frightening. Either the gap between past experience and future possibility may widen until the school becomes isolated from reality, burdening children with obsolete skills and archaic knowledge instead of leading them into competent participation in

real life, or else (as is all too often the case) the future may, as it were, invade the present, bringing into the lives of children a set of realities that are inexorable in their demands, and so different from the assumptions which underlie the processes of the school that the child is daily subjected to a painful and damaging set of contradictions. In Canada, as in many other countries, the circumstances in which children live and grow up have changed more quickly and more deeply than the purpose and the methods of the school.

It is temptingly easy to take refuge in philosophical reflections about the abstract concepts of "the school" and "the child" -- easy, that is, for anyone who is not a teacher. For the teacher, there are no abstractions, only the reality of the presence of a child who needs to be taught how to choose a realistic goal, and how to reach it, among the uncertainties of a changing world. For the teacher, the question of the teaching profession in the world of tomorrow presents itself, and must be answered, in immediate and concrete terms: what must I do <u>now</u> to meet my obligations more effectively? What can we <u>now</u>, as an organized profession, do to ensure that our successors will confront a task which they are capable of fulfilling?

We would be more (or less) than human if we were not dismayed by these questions. To be forced to change, and at the same time to be unsure of what is required, is to feel a deep threat to security. Apprehension and inertia combine to make us cling to what is, even when we know that it is imperfect. Only when we have come to perceive the need for change, not intellectually, but as an emotional commitment brought about by first-hand encounter with real problems -- only then are we ready to search for new solutions.

Too often, however, we have seen institutions continue in obstinate resistance to change until some violent event (either within the institution or in the environment) forced a new alignment. In Canada, for instance, each of the two world wars was followed by a surge of progress that would have been hard to achieve in peaceful times. Perhaps, then, one of the priorities for the teaching profession of tomorrow is to develop, as a permanent characteristic, a heightened sensitivity to change in the needs of students. Equally important is to devise ways of modifying the institutions of education, and influencing the political considerations by which they are regulated, so that they respond without undue delay to changing needs, and provide the setting and support which the teacher needs to operate effectively.

These, after all, have always been two of the principal skills of leadership: to perceive and articulate the real needs of people, and to bring about institutional change. But there are other prerequisites for success in leadership. Those who are to be led must

feel discontent with the way things are, must feel a sense of common interest, and must believe that the leader genuinely cares about their welfare.

Let us consider where these arguments are taking us.

It is supposed that the pace of change is such that we cannot assume that someone who is well equipped for life by yesterday's standards is prepared (apart from a few minor modifications) for tomorrow's world. The school must in future respond much more rapidly and more sensitively to changing needs than it has in the past. Those needs may compel the school to shift its efforts into totally new areas of knowledge and skill, or to adjust its processes and procedures quite drastically to match the perspectives of students whose experience and home circumstances are totally unlike those of their predecessors. It is the teacher who daily confronts the evidence of changed needs, and upon whom therefore rests the first-instance responsibility to change his or her role and style and also to strive for change in the orientation of the institution.

This places the teacher, individually and collectively, in a leadership role on behalf of the student population. To be an effective leader, the teacher must help the students to understand their needs, help them to feel a community of interest, motivate them to desire change, and persuade them that he or she has their interests at heart.

Already it is clear that this argument leads us to a model of the teacher's role which differs greatly from the traditional functions of purveyor of "solid" and authoritative information, embodiment of the confident and censorious adult, disciplinarian and assessor.

As always, the person who aspires to teach must first be one who wishes to <u>know</u>; but it must, now and in the future, be accepted that knowledge is never static nor definitive. It is ever-changing, always tentative. It is an instrument, not a possession.

Tomorrow's teacher must be one who seeks to know only in order to help, not in order to prevail or dominate. The reasons that compel us, under pain of extinction, to change our whole mode of living from mutually destructive conflict to mutually sustaining concern are too well known to need repeating here. What must, however, be repeated again and again is that the essential function of the teacher in the future must be to empower people to live, rationally and in a state of physical and emotional health, as voluntary contributors to a secure and healthy community. This is a function that should determine the criteria for selection and training of teachers, and govern their individual decisions. It requires, also, a collective will to maintain and exercise leadership.

Here we encounter a perilous dilemma. Again and again, humanitarian and idealistic philosophies have had to wait for the emergence of a leader strong enough to grasp power. Again and again, the temptations of power, the harsh realities of the conflict through which power has had to be won, or the opportunism of individuals, have distorted and destroyed the humanitarian idealism which animated the struggle. A teaching profession which seeks to maintain leadership in the interests of today's children, and the well-being of the men and the women they will become, must so organize itself that it is always open to self-interrogation and reform, and it must see to it that its own elite is always open to penetration and replacement, so that its idealism is neither corrupted nor corroded.

Those who seek to be leaders in education must accept a number of truths.

One is that the scrupulous leader faces a difficult and endless problem of communication with his own constituency -- of maintaining the necessary sense of community of interest. Easy to formulate in negative terms in a moment of crisis, common goals are exceedingly hard to formulate when we are dealing with social and cultural changes which are complex, many sided and free of overt conflict.

A second is that credibility and usefulness end if the expectations of society are raised beyond the capacity of the leadership group to fulfil them.

A third is that schools and teachers have no monopoly in the education of the young. Every change in the function of the school is also a change in the functions of the family and of a host of other informal or formal institutions in the community. The manner in which obligations are shared must be kept under continuous review, so that the school neither neglects to do (or to learn how to do) what it must do nor accepts responsibility for what it cannot do.

The school must be closely interwoven into the fabric of society. Its concerns must be those of people -- the problems of adaption to new ways of life, new technologies and new cultural patterns, whether in urban or in rural living; the problems of management of the physical environment and improvement of the human environment, problems of employment and problems of self-fulfilment in leisure time; problems of disadvantage, whatever their nature.

Yet it must beware of attempting to be all things to all men. New concepts of specialization, related more to the learning needs of people than to artificial concepts of disciplines and structures, will help to broaden the range of its effective concern, so that a greater diversity of people may be helped towards a higher level of

competence than is now the case. But there will be, on the other hand, a need for strong and responsible discipline, to resist the pressures of special interest groups, the lure of modish novelty, and even the impulse of impetuous benevolence, which often wishes to act upon very uncertain information.

The teaching profession of tomorrow will have to regulate itself by a disciplined adherence to the central goals of teaching: to equip students to understand the nature of the forces which operate upon their lives, and the finite boundaries of existence; to help them to see and understand the range of choice that lies open, and to teach them how to estimate and weigh the consequences of choice; and to put in their hands the means of acquiring the skills needed for succesful pursuit of their chosen goals. To remain faithful to that commitment, and to offer to discharge that responsibility, with some significant success, in relation to all sectors of the population, will require skill and resolve in the design of curriculum and, above all, in the setting of priorities. It will also call for skill and tenacity in persuading the political decision-makers to accept the advice of the profession and to provide the funds and facilities needed to maintain good teaching and learning conditions, research and development, and opportunities for recurrent education and up-dating for teachers.

Canadian teacher organizations have a good record of effectiveness in collective action for the improvement of education. The challenges which confront them, however, are vastly greater than any they have faced in the past. Not the least difficult questions are those which relate to their own mode of operation. They must secure, and be worthy of, a position of responsible leadership in the development of school systems; yet they must not in this be dominated by self-interest, but rather be prepared to listen, to understand and to collaborate with other sectors of society. They must develop and proclaim strong policies based on some coherent view of fundamental social problems and on the relative desirability of various forms of social change (at the world level as well as the national or provincial level), yet they must respect the electoral process which gives to the various legislative assemblies the right to formulate social goals and social strategies. They must, above all, command and maintain the highest expertise in the central areas of teacher competence -- diagnosis of needs, curriculum development and evaluation. On that rests all their claim to authority, to the degree of self-regulation that will be necessary in the future, and to status in all its dimensions.

They must,in short, learn to deal with governments with self-confidence, persistence and integrity, but without arrogance or the abuse of power; to face other organizations and the public with the assurance of well-qualified and dedicated professionals, but not to

seek to monopolize decision-making nor to intimidate the layman; and to secure the loyalty and solidarity of their own members by earning their respect.

Above all, they must continuously engage in analyzing and re-analyzing the teachers task in the light of the changing needs of the child, and maintain constant pressure both for the appropriate reorientation of school programmes and processes and for the provision of opportunities for teachers themselves to be trained and re-trained in the skills which changing experience shows to be necessary. Torsten Husèn has observed that "an institution that does not see its principal role as the one of preparing young people to become independent, and of providing social skills that will facilitate working with other people by permitting young people to take an active part in moulding their own fate, is heading for trouble". To avoid that kind of trouble, the Canadian teaching profession of tomorrow will have to demand a degree of participation in the planning and control of education that will allow it to ensure that the work of the teacher is manageable, appropriate and effective.

COTE D'IVOIRE

Syndicat National de l'Enseignement Primaire Public

En proposant ce thème à la réflexion des organisations membres, la CMOPE inscrit une fois de plus à son actif une louable tentative pour l'avènement d'une monde meilleur, un avenir qui préoccupe autant les pays nantis que les jeunes Etats à la recherche de leur personnalité.

Pourtant il ne s'agit point d'aboutir à l'uniformité sur tous les plans mais plutôt d'instaurer dans la diversité une mobilisation des consciences sur les problèmes fondamentaux communs qui agitent notre monde, et qui exigent, par voie de conséquence, des solutions communes, concertées, des solutions fondées sur une réelle solidarité de tous les peuples du monde.

Dans ce contexte, la profession enseignante honore sa mission; elle fait oeuvre utile en manifestant l'intérêt qu'elle porte à la qualité du monde de demain. La profession enseignante est certainement l'un des secteurs privilégiés où l'on réalise, concrètement, qu'aucune solution radicale ne peut être trouvée au niveau mondial si elle ne puise sa force à la source, dans une éducation bien menée et singulièrement au sein de la modeste cellule familiale.

a) Principaux sujets de préoccupation.

Pour sa part, le SNEPPCI en est venu à retenir comme principaux sujets de préoccupation en ce qui concerne l'éducation de demain:

D'une part, l'aptitude pour l'Ivoirien à s'assumer personnellement, individuellement et, d'autre part, son aptitude à contribuer efficacement à la réalisation des objectifs nationaux.

b) Attitude du SNEPPCI.

Pour se préparer au rôle qui l'attend à la fois dans ses relations avec les autorités politiques et éducatives et avec ses membres, notre organisation a fait sienne la politique du dialogue pratiquée par le Parti et le Gouvernement. Une autre caractéristique mérite d'être signalée: le souci de collaboration exalté au lendemain de notre accession à l'indépendance politique. Depuis lors, un objectif majeur s'est imposé aux Ivoiriens, celui de permettre à toutes les forces vives de la Nation de gagner ensemble la bataille sur les plans économique, social et culturel, et ce, dans un climat de stabilité politique et de paix sociale. Aussi le syndicalisme en Côte d'Ivoire a-t-il acquis une dimension supplémentaire, celle de la participation responsable.

Dans ce contexte, le SNEPPCI entretient des relations ponctuelles avec les autorités politiques et éducatives du pays. Le SNEPPCI est membre de la Commission Nationale de Réforme de l'Enseignement, membre de la Commission d'Orientation Pédagogique. A ces titres comme à d'autres, à sa demande ou sur invitation, il participe aux discussions et travaux qui précèdent la prise des décisions. Il est consulté, associé.

Le Bureau Exécutif informe les membres des sections, recueille leurs avis pour nourrir sa propre réflexion et celle des dirigeants. Indépendamment des démarches concernant la condition de l'enseignant, le Bureau Exécutif prend des initiatives pour la formation, le perfectionnement et la promotion des membres. Tâche d'autant plus importante qu'elle améliore la qualification professionnelle du maître, laquelle qualification responsabilise davantage encore la plupart du temps les bénéficiaires et les témoins de ces efforts. A ce sujet, et dans le cadre de la coopération intersyndicale nous pouvons citer entre autres actions, l'intervention de la Fédération Canadienne des Enseignants en matière de stages de mathématique.

- Les relations entre l'éducation et l'emploi

Suivant les domaines considérés, les méthodes diffèrent:
- recyclage des agents en cours d'emploi
- sessions intensives de formation prolongée ou non par un encadrement sur le chantier (métiers du bois, maçonnerie, techniques agricoles, etc ...) en milieu rural principalement pour des groupes soucieux de travailler à leur propre compte au sein de leurs communautés villageoises.

L'expérience la plus récente, conduite par le Ministère de l'Enseignement Technique et de la Formation Professionnelle comprend des unités mobiles de techniciens qui s'établissent dans les localités pour la durée du programme et se transportent ailleurs à la fin du programme.

- création de zones de dévoloppement suivant la vocation agricole, industrielle, touristique, etc .... des régions, assortie d'une campagne de sensibilisation, de programmes d'animation à l'adresse des populations concernées.

- Préparation du passage de l'école au monde du travail et à la vie en société.

Après le procès de l'école traditionnelle au sujet de l'enseignement livresque et dogmatique, la faveur est à l'esprit critique et à la créativité chez l'écolier. Ainsi, pour le maître animateur de l'école rénovée, il s'agit désormais de solliciter toutes les facultés de l'élève pour être à même de découvrir ses aptitudes particulières et les développer au maximum en vue d'une meilleure orientation. Les facultés morales, civiques, manuelles, intellectuelles, etc .... doivent entrer en jeu. Tout doit être mis en oeuvre pour doter l'élève d'une solide éducation de base doublée d'une formation professionnelle conséquente et sur mesure, capable de lui assurer des perspectives d'avenir.

Pour ce faire, le nouveau système prévoit dès la fin de la scolarité obligatoire (16 ans) et jusqu'au sommet de la pyramide (université et grandes écoles) un enseignement général comportant plusieurs paliers. A chacun de ces paliers, l'élève est confronté à une option. Ou bien il poursuit sans problème sa culture générale ou bien il s'oriente dans une des filières de formation technique et professionnelle qui s'offrent à lui.

Dans ce cas précis, l'élève qui s'en montre capable peut très bien poursuivre sa formation pratique et atteindre dans son secteur un niveau comparable au plus haut degré de spécialisation acquise par le meilleur élève du "cycle enseignement général". Mais quel que soit le cas, enseignement général ou formation technique et professionnelle, la formation à tous les niveaux inclut d'ores et déjà une part d'initiation pratique sur le terrain pour garder le contact avec les réalités de l'environnement.

Mais la mise en place de ce nouveau système nécessite des structures adéquates: des bâtiments et des équipements fonctionnels, un important effectif en personnels qualifiés et des programmes soigneusement élaborés. Aussi la mise en oeuvre de la réforme sera-t-elle progressive. D'abord pour permettre l'installation des équipements et du personnel, ensuite pour permettre les réajustements éventuels.

En attendant, une action vigoureuse d'éducation de base est entreprise depuis quelques années par la Direction de l'extra scolaire en direction des jeunes et des adultes des villes et de la campagne. Les émissions éducatives de "Télé pour Tous" développent des thèmes de vie pratique très diversifiés, axés sur les domaines économique social, culturel, politique. Les enseignants du primaire prennent une part prépondérante dans l'animation des groupes d'écoute.

Depuis près de sept ans, l'amorce de la future réforme se traduit dans les changements de programmes, de méthode d'enseignement, par l'intervention de la Télévision scolaire. Le rôle du maître est devenu un rôle d'animateur au milieu d'élèves d'un type nouveau, particulièrement éveillés et surtout très curieux, s'exprimant avec une aisance remarquable.

Ce rôle du maître a certes évolué mais il est certain qu'il devra continuer à se transformer dans le sens souhaité par les objectifs assignés à la réforme.

L'unité au sein de la profession enseignante et les relations entre cette profession et les autres groupes de la société

La profession enseignante regroupe des membres appartenant à divers ordres du système éducationnel. C'est une des raisons qui expliquent l'existence des groupes distincts sur le plan syndical dans certains pays comme le nôtre. Cette formule est censée permettre à chaque organisation de mieux cerner ses problèmes spécifiques. Mais cela n'exclut pas la création d'une fédération toujours plus forte et qui favorise des échanges utiles et la réflexion sur des problèmes communs. Attendre que les événements obligent les organisations d'enseignants à des rencontres fortuites ou improvisées est un manque de méthode préjudiciable aux intérêts de la corporation. Au contraire le fait d'instituer et de pratiquer de telles rencontres est un gage de réussite. Il est souhaitable que les organisations d'enseignants le comprennent.

En tant que support de l'ensemble des actions de développement, l'enseignement (ou l'éducation) est une affaire essentiellement d'ordre politique, national ou régional dans un pays développé et à plus forte raison dans un jeune Etat. En règle générale, si importantes que soient

les initiatives privées en matière d'enseignement, elles s'adressent à une minorité. Si l'inverse devait se produire, il serait souhaitable qu'un consensus soit réalisé sur les principes fondamentaux qui doivent inspirer la profession enseignante afin d'épargner la communauté du risque de voir se former des groupuscules plus enclins à protéger leurs intérêts particuliers qu'à promouvoir l'intérêt général.

De toute évidence, la collectivité nationale ou autre a tout intérêt à tout mettre en oeuvre pour que la profession enseignante dans le monde de demain ait une position d'avant garde pour influencer favorablement les autres secteurs d'activité qui dérivent d'elle à travers l'éducation et la formation dispensées aux citoyens, aux travailleurs.

De la protection internationale et nationale des droits de l'homme

Ici se pose la question de savoir comment l'enseignant peut-il oeuvrer valablement s'il n'est pas protégé, s'il lui est interdit s'exercer ses droits légitimes. Se pose également la question à propos de certaines prises de position systématiquement hostiles à toute relation avec les autorités surtout politiques. Dans les deux cas, le refus du dialogue constitue une source de violation des droits de l'homme.

De l'élaboration du programme d'étude et le système d'examen par rapport aux besoins de la société de demain

Le présent dit-on préfigure un peu l'avenir. L'échec des tentatives de paix dans certaines parties du monde, les scènes de violence et l'intoxication des esprits qui en découle sont de mauvais augure pour les temps futurs. Un triste constat veut que les programmes d'études axés sur la protection de l'environnement, la vie familiale, la lutte contre la drogue, la compréhension connaissent en quelque sorte l'échec. C'est le lieu de dire que le diagnostic ne suffit pas, pas plus que l'intention ne vaut l'acte.

Vouloir guérir le mal devrait être tout d'abord une volonté politique nationale réelle qui prend sa source dans les faits et gestes au sein de la famille avant d'être enseignée à l'école.

C'est l'exemple donné par cette nation dont nous voulons taire le nom et qui a mentionné sa volonté de paix et son horreur de la guerre dans sa constitution. Pays où le respect de l'autre est presque une religion, où les bonnes traditions (fêtes de générations en particulier) ont résisté à l'assaut des agressions de la vie moderne.

Trop souvent la volonté politique très superficielle elle-même s'arrête là. Et l'exemple de la rue, les mauvais films, les mauvaises lectures, etc ... font le reste à la place des parents et de l'école. Certes le contenu des programmes a son importance. Mais c'est moins une révision plus poussée des programmes et des systèmes d'évaluation qu'une véritable prise de conscience des responsabilités à tous les niveaux qu'il faut exercer activement pour guérir les maux du siècle sous toutes leurs formes.

Quant à l'appréciation des résultats scolaires qui continue de faire des victimes parmi lesquelles la société elle même, il est temps que la même prise de conscience dont il est fait état plus haut provoque une révision des systèmes d'évaluation en leur conférant plus d'objectivité.

Pourrait-on un instant imaginer l'absence de l'enseignant parmi les personnes les plus concernées par ce souci de forger un avenir prometteur? Nous voulons dire que le syndicat d'enseignants a une noble et redoutable mission. Son arme la plus sûre c'est d'arriver à engager un dialogue responsable avec chacun et tous.

DEUTSCHLAND (BUNDESREPUBLIK)

Deutscher Lehrerverband

1. Frage: In den nationalen Antworten zur Umfrage 1978 wird ein Katalog von bildungspolitischen Markierungspunkten für die Zukunft, wie sie von Ihrem Verband gesehen wird, gesucht.

Antwort: Die bildungspolitische Sichtweite des DL wird von der gesamtgesellschaftlichen Entwicklung und von den gegebenen politischen und gesellschaftlichen Rahmenbedingungen geleitet. Verschiedene Faktoren fördern oder hemmen eine wünschenswerte Entwicklung. Auf der einen Seite bildet die fortschreitende Demokratisierung eine Chance für die Zukunft. Auf der anderen Seite stehen verschiedene Faktoren einer optimalen Entwicklung entgegen : Kompetenzschwierigkeiten der an der Bildungspolitik Beteiligten, die Finanzknappheit von Bund und Ländern, die Schwankungen in der demographischen Entwicklung (geburtenstarke Jahrgänge strömen jetzt durch die Sekundarstufe in einer beruflichen Zukunft und werfen Probleme beim Übergang in einen Beruf oder zum tertiären Bereich auf; geburtenschwache Jahrgänge kommen in die Primarstufe), Lehrermangel in bestimmten Bereichen trotz Lehrerarbeitslosigkeit sowie der wachsende Leistungsdruck in den Schulen.

Die Liste der Chancen und Risiken für die Zukunft könnte beliebig erweitert werden. Sie soll in diesem Rahmen nur andeuten, dass das neue, sich ständig verändernde, sich der Realität anpassende Bildungsverständnis und Bildungshandeln unseres Verbandes einen Schwerpunkt auf die Realisierbarkeit des Zunkunftbildes legt. Der DL zielt insbesondere auf eine Konsolidierung, Expansion und Qualitätsverbesserung des Bildungssystems ab.

Unser Verband befasst sich nicht allein mit Überlegungen für ein zukünftiges verbessertes Bildungssystem. Alle an der Diskussion beteiligten staatlichen und politischen Stellen sowie Verbände versuchen ihren Rahmen für die Zukunft abzustecken.

Der DL als Interessenverband der Lehrer hat sich für die Zukunft zum Ziel gesetzt, für das einzutreten und das zu wahren, was sich am bestehenden Schulwesen bewährt hat und daran zu arbeiten, überlebtes abzubauen, um echte Verbesserungen zu erzielen.

Um dieses Ziel zu erreichen, fordert der Verband eine noch intensivere Wahrnehmung der bestehenden Pflichten aller am Bildungswesen Beteiligten :

- Der Lehrer hat den Auftrag zu erfüllen, dem einzelnen Jugendlichen als Vermittler, Berater und Partner zur Persönlichkeitsentwicklung beiseite zu stehen und ihn zu einem individuellen und gesellschaftlichen Leben zu befähigen.

- Der Schüler hat sein Lernverhalten selbstverantwortlich nach seinen Eignungen und Neigungen sowie nach seiner selbstgewählten Lebensqualität hin auszurichten.
- Die Erziehungsberechtigten und andere, am Schulleben Beteiligten sind verstärkt zu einer aktiven Mitwirkung an Entscheidungsprozessen aufgerufen.
- Politiker, Wissenschaftler und die gesamte Gesellschaft müssen dazu beitragen, das Erreichte zu wahren und sinnvoll weiter zu entwickeln.
- Das Bildungssystem muss in sich breit gegliedert sein, um so das Recht auf Bildung durch ein Angebot verschiedener schulischer Bildungsmöglichkeiten und zureichender individueller Lernbedingungen für jeden einzelnen zu realisieren.

Bei den zukünftigen Reformvorhaben ist besonderes Augenmerk zu richten auf:

- Eine Überprüfung der Struktur der Lernprozesse,
- die Förderung, Auswahl und Verteilung der Jugendlichen in die einzelnen Bildungsgänge,
- die Koordination und Kooperation von Bildungssystem und Beschäftigungsystem,
- eine intensivierte Aus-und Weiterbildung der Lehrer,
- eine bessere Abstimmung der bildungspolitischen Massnahmen,
- eine stärkere Mitwirkung der Lehrer.

Dazu fordert der DL eine innere Konsolidierung unter folgenden Gesichtspunkten, vor allem im Hinblick auf die Persönlichkeitsentwicklung der Schüler:

- Überprüfung der Vorstellungen über Lerninhalte und-ziele, die mindestens teilweise beigetragen haben zur Wirklichkeitsferne und Staatsferne der Jugend und zu ihrer Verzettelung in Tagesaktualitäten;
- Schaffung einer Atmosphäre der Geborgenheit im geistigen und sozialen Leben der Schule;
- Förderung der musischen Betätigung und des Spieles;
- Konzentration auf das Wichtige im Lernstoff und dessen Vertiefung.

Ebenso wird der DL auf eine äussere Konsolidierung unseres Schulwesens drängen. Dazu gehören die Stichworte :

- Erhaltung der Lehrerstellenanzahl in der Grundschule trotz zurückgehender Schülerzahlen und damit die Möglichkeit, alle Schüler besser individuell fördern zu können.
- Ausprägung des eigenständigen Profils in der Hauptschule, das bedeutet, dass der Fachbereich Arbeit - Wirtschaft- Technik eine zentrale Stellung bekommt, mehr Arbeitsgemeinschaften angeboten, die Lernkontrollen beschränkt, in bestimmten Fällen Befreiung vom Englischunterricht ermöglicht und schliesslich vielfältige Beziehungen zum beruflichen Schulwesen hergestellt werden.

- Die Realschule muss ihre mittlere Funktion zwichen Hauptschule und Gymnasium zum Wohle der Schüler und zur Sicherstellung der Durchlässigkeit unseres Bildungswesens weiter ausüben können. Dazu gehört die Festigung ihrer inneren Differenzierung.

  Für das Gymnasium gilt es, alle Bestrebungen zu seiner Zerreissung zurückzuweisen und seine Einheit zu sichern. Ihm sind die Mittel in die Hand zu geben, die es zur Durchführung seiner Aufgaben mit dem Durchlauf der starken Jahrgänge bis 1985 braucht. Obenan aber muss die weitere Festigung der reformierten Oberstufe des Gymansiums stehen. Die Lübbecker Vereinbarung der Kultusministerkonferenz vom 2./3. Juni 1977 zur reformierten Oberstufe war ein erster Schritt in die richtige Richtung, bei dem wir allerdings nicht stehenbleiben wollen. Das Ziel heisst: Festigung und Straffung der neuen Form von Pflicht- und Wahlunterricht.

- Bei der Realisierung des Programms der Bund-Länder-Kommission für das berufliche Schulwesen haben folgende Forderungen für den DL Vorrang :

- Berücksichtigung des Berufsgrundschuljahres in den Ausbildungsordnungen,
- Entscheidung über die Neueinteilung von Berufsfeldern,
- Zuordnung von Ausbildungsberufen zu den Berufsfeldern,
- Bildung von Schwerpunkten in den Berufsfeldern,

Verabschiedung der Rahmenlehrpläne für das Berufsgrundschuljahr.

Weitere schwerwiegende Punkte für den Einsatz des DL sind :

- Sicherung der Ausbildungsmöglichkeiten aller Lehramtsanwärter
- Bereitstellung der nötigen Planstellen,
- Wahrung des Status der Lehrer als Beamte.

Die Entwicklungen und Ankündigungen auf diesem Gebiet im Jahre 1977 geben wenig Anlass zum Optimismus. Das kommende Jahr wird deshalb noch mehr Einsatz erfordern, um die Bereitschaft der Öffentlichkeit zu positiven Entwicklungen auf diesem Gebiet zu stärken. Die Finanzierungsprobleme, die im Augenblick alles überschatten, dürfen letztlich nicht bestimmend sein.

Jeder der fünf Teilverbände des DL sowie deren Landesverbände haben zu den einzelnen Bereichen konkrete Vorstellungen entwickelt, die auf Landesebene verwirklicht werden müssen.

2. Frage: Welches ist die Sichtweite Ihrer Organisation über die Rolle des Lehrberufs in Bezug auf diese Markierungspunkte ?

Antwort: Bei der Verwirklichung der vorliegenden Zielvorstellungen ergeben sich für den Lehrer erweiterte Aufgaben und Verantwortungen in seiner Schlüsselfunktion. Im Grunde wird vom Lehrer bereits heute Übermenschliches erwartet. Was den DL zur Zeit besonders bewegt, ist die Tatsache, dass der Lehrer von heute nicht genügend auf seine

Aufgaben für die Gesellschaft von morgen vorbereitet wird und nicht genügend zeitlichen Freiraum und Unterstützung durch eine sachgerechte Ausstattung der Schule zur optimalen Erfüllung seiner Funktionen hat. So sind den einzelnen Lehrern im allgemeinem mehr Rechte und Pflichten bei der Organisation der Schule übertragen worden. Sie haben bislang jedoch nur ungenügende Möglichkeiten, sich auf die neuen Aufgabenbereiche einzustellen (z.B. die Arbeit in Schulgremien).

Für den DL stellt sich daher die besondere Verpflichtung, für eine bessere Aus - und Weiterbildung der Lehrer im fachlichen, im pädagogischen und im organisatorischen Bereich einzutreten, damit sie mit den Anforderungen der Schule von morgen schritthalten können; Erst dann werden die Lehrer in der Lage sein, die vielfältigen Rollen zu übernehmen.

3. Frage: Was unternimmt Ihre Organisation, um ihre Mitglieder mit diesen Standpunkten vertraut zu machen ?

Antwort: Der DL vertritt in seiner gesamten Öffentlichkeitsarbeit (Verbandszeitschrift, Pressekonferenzen und Pressemitteilungen, öffentliche Diskussionen) die klare Linie, sich für das Wohl der Schüler und Lehrer im gesamtgesellschaftlichen Rahmen einzusetzen. Er sieht dies als Auftrag, den er von seinen Mitgliedern übernommen hat und setzt dieses Axiom als durchgängiges Prinzip bei all seinen Handlungen und Entscheidungen. Darüber hinaus legte der DL einen bildungspolitischen Orientierungsrahmen vor, der auf Fragen der Entwicklung des Bildungswesen eingeht.

Die Mitgliedsverbände im DL haben ihrerseit detaillierte Vorstellungen über Zukunftsperspektiven entwickelt, die sie ständig mit ihren Mitgliedern diskutieren.

4. Frage: Wie setzt sich Ihr Verband bei den politisch Verantwortlichen und Vorgesetzten ein, um aus heutiger Sicht für die Erfordernisse der Bildung in der Welt von morgen zu sorgen ?

Antwort: Der DL artikuliert seine Vorstellungen den politisch Verantwortlichen gegenüber und versucht, durch sachkundige, begründete Stellungnahmen sowie durch persönliche Gespräche Einfluss zu nehmen.

Da das Bild des Zukunftsmodells nicht festgechrieben ist, weil es sich ständig der Realität anpassen und sich weiterentwickeln können muss, ist auch das Vorgehen des DL in der bildungspolitischen Auseinandersetzung flexibel.

Aufgrund der Struktur unseres Schulwesens, bei dem die einzelnen Bundesländer für das Schulsystem in ihrem Land verantwortlich sind, übernehmen die einzelnen Landesverbände der Mitgliedsverbände im DL gesondert die Aufgabe der bildungspolitischen Auseinandersetzung auf Länderebene.

ENGLAND

National Union of Teachers of England and Wales

The ten points outlined in the WCOTP analysis of issues "for tomorrow" would be broadly shared by the NUT. There are also issues which may only be relevant to Britain which the Union would add as being of concern in the years ahead.

Taking those raised by the WCOTP first -

A and B - The relationship between Education and Employment and Preparation for the Transition from School to Work.

In an increasingly specialised labour market, not always operating in periods of economic expansion, these matters are obviously of major concern.

While the Union advocates the strengthening of links between educational establishments and places of work, it does not believe that the role of the school is to meet industry's needs in any more than a general way.

It is not the role of schools to provide vocational training with the aim of linking secondary education directly with current employment policies and industrial strategy.

While the schools' task should not be conceived as narrowly vocational, secondary schools do have an obligation to help pupils make the often difficult transition between fulltime school education and the alternatives awaiting them beyond school. Timetabling to avoid early restrictive choice of subject options, teaching and learning methods which foster enquiry, discovery and self-discipline, and the development of courses which link in various ways with the outside community are some of the ways schools meet their objectives.

C. A Commitment to Life-long Education

A commitment to life-long education follows naturally from concern about changes in employment patterns, as well as more broadly from a desire to see people of whatever age group or initial educational background involved in their own personal development, contributing to the society's production of goods and services, and participating in the decisions which determine economic and social life.

The Union would want to see greater attention paid to adult learning needs, and positive measures to ensure continuing access to education for all, especially for those who benefitted least in the first stages. However, efforts to improve initial schooling must be concurrently maintained. The availability of teachers currently not employed in the

education service and of accommodation released by the contraction of teacher education should be used to promote the expansion of adult education in the United Kingdom. Some retraining and in-service education for teachers switching roles in this way would of course be necessary. Recognising that the lack of formal qualification prevents the development through education of the talents of people with long work experience, the Union would want to see extensive expansion of foundation courses to permit easier access to higher education for mature students.

The Union would support any general moves towards the inclusion of paid educational leave (on "Sabbatical" lines) as part of improved working conditions - especially during the current and no doubt continuing period of restraint on money wages.

D. The expansion of educational facilities

Clearly, proposals and recommendations in any area of education which will improve quality and effectiveness, will require additional resources. In a rapidly developing communication - and technology - based society, with increasing time for leisure and pressing demands for knowledge, education is rapidly becoming society's most important single investment. Cuts in educational expenditure will not only impair children's learning - they will result in future restrictions in economic growth.

The Union is particularly concerned that the reduction in the numbers of children in British schools, the large number of qualified teachers without teaching posts and any improvement in the economic health of the nation should be seen by the British Government as presenting opportunities to make significant improvements in staffing standards, in school buildings, and in the provision of books, materials and equipment.

The Union is committed in the immediate future to ensuring that no class in a primary school should contain more than 32 children, no infant school reception class more than 27 children, and no secondary school class more than 30 children.

E. Teacher education for tomorrow

The Union is concerned that teacher education both initial and in-service should help teachers prepare for the ever-increasing expectations placed upon them. It wishes to see reforms promoted, and welcomes recent U.K. Government commitments to high standards in recruitment, training and career development. In particular, the Union continues to campaign for all those entering the profession to have graduated from a four-year course in an institution of higher education.

The Union believes that entrants to the profession should have broad and diverse backgrounds and interests.

Through initial and in-service education, teachers should receive professional training in communicating the diversity and enrichment that a multi-racial and multi-cultural society holds for all its citizens.

The Union believes it to be increasingly important that teachers should introduce all young people leaving school to the economic and political structure of the nation and its neighbours, and the role of the industrial, commercial, financial and political institutions that sustain economic and political life: the weighting given to such issues during teacher education should however depend on the individual courses and subjects intending teachers choose to follow, and ultimately teach.

F. Unity within the teaching profession and relations between the profession and other groups

The NUT includes among its objects the intention "to associate and unite those concerned in the service of education"; "to provide means for the co-operation of teachers and the expression of their collective opinion upon matters affecting the interests of education and the teaching profession"; and "to negotiate and enter into arrangements for amalgamation, partnership or federation with other teachers' organisations or other bodies in such manner as may be prescribed by law and upon such terms as may be agreed with them".

In 1976 the Union's annual conference, believing the reasons for the existence of separate professional associations to be increasingly irrelevant, passed a resolution instructing its Executive to promote discussions, as a matter of urgency, towards uniting the teaching profession and monitoring progress towards the objective.

The National Union of Teachers is the only teachers' organisation in England and Wales membership of which has always been open to any qualified teacher in any school. The Union deeply regrets that other teachers organisations have been established to represent various groups, thus dividing the profession.

G. International and national concern for human rights

The Union has consistently condemned groups active in promoting race hatred in schools and given full support to the WCOTP resolution of July 1976.

It has recently published a pamphlet entitled "All Our Children" which summarises views and initiatives taken by the Union in the area of multi-racial education, and gives advice to teachers on how to handle racist propaganda and meetings in schools in their local areas.

It also takes part in discussions with other leading national bodies concerned with education and race relations. The Union's most recent annual conference urged members:

a) to discourage as strongly as possible the myths and stereotypes on which prejudices and hatred feed, drawing upon the widespread evidence throughout the curriculum of civilizations all over the world;

b) to examine critically the books and other learning materials used in schools and to guard against those which are racially biased;

c) to re-publicise in the broadest way possible the documents issued by WCOTP in the 1976 Assembly relating to "Education for a Global Community".

It will be considering the effectiveness of present laws in Britain in regard to racism and education.

H. The development of the curriculum and the examination system in relation to tomorrow's needs

Curriculum developemnt is an immensely complicated process in Britain. Teachers in England and Wales are not subject to central direction on curricular matters. A number of bodies and institutions contribute directly to the content and scope of the curriculum, for example, the Schools Council, teachers' centres, local authority advisers, examination boards, teachers within individual schools. In addition there are the indirect influences of public opinion, of the work of educational theorists, of educational publishers, and of a wide variety of financial and administrative decisions taken by local authorities.

Within this framework individual teachers and schools have, quite properly, a large measure of professional freedom to decide how and what they teach. Because curriculum development takes place largely at the level of individual schools it is impossible to quantify aspects of change or to give an overall picture. There has been marked increase in emphasis on skills of investigation, discovery and problem-solving, rather than absorption.

There has been an increase in the number of courses designated under general titles such as 'environmental studies', but the content will vary from school to school, as will the age and ability group following such courses.

In the great majority of schools pupils continue to select those subjects or courses which will lead them to public examinations. This choice is made earlier or later according to the organisations and/or philosophy of the individual school.

The majority of schools continue in 1978 to use the dual system of examining at 16+, providing separate courses leading to both the Certificate of Secondary Education, Ordinary Level (GCD 'O' level). GCE Advanced level continues to dominate the sixth form.

While there has been no widespread introduction of new examinations, a great deal of study and experiment has been undertaken in the last decade, and a number of new forms of examination are currently awaiting the approval of the Secretary of State.

New examinations at 16, 17 and 18 have been used in recent years in schools on an experimental or 'pilot study' basis as part of the Schools Council's work in examination reform. Extensive feasibility studies have been carried out into the replacement of GCE O level and CSE by a common system of examining at 16 ; into courses leading to a Certificate of Extended Education for less academically inclined sixth formers; and into a new broader pattern of sixth form courses leading to 'N' and 'F' level award - the latter would replace GCE A level.

Other examination courses with a strong vocational content have recently been introduced into a small number of schools.

There has been an increase in the number of "Mode III" examinations in both CSE and GCE O level. This means in effect a larger degree of teacher participation - under Mode III the school designs the syllabus and course, submits it for approval and carries out all assessment.

The popularity of 'Mode III' has led to a broadening of syllabus content - in some examination boards over half the new Mode III schemes are inter-disciplinary, and it is not unusual to see schools offering a variety of examinable courses other than traditional 'subject based' ones - For example: citizenship; European studies; roadcraft; social arithmetic; sport; health and society; screen education; environmental studies.

The Union has for many years campaigned for reform in the examination system, fearing that present requirements have frustrated the broadening of the curriculum for all pupils, particularly at post-16 level.

I - <u>The relationship between school and higher education and other post-school activities</u>

This will clearly change as a result of curricular and examination developments discussed above which are permitting a much wider range of school-leavers to develop their particular aptitudes in further education and training.

<u>Other educational concerns for tomorrow</u>

Further issues of major concern to the Union in Britain in considering the education service for the future, include the need to see the conclusion, by a few laggard local education authorities, of the policy of selecting children at the end of their primary schooling for different forms of secondary schooling; a greater concentration on the needs of children under 5 years of age; the continuing need to promote equal opportunities for boys and girls; and the expansion and continued provision of post-school education.

The decline in the birth rate has very serious implications for the education service. Major areas of concern are: curriculum viability; curriculum re-organisation; subjects options and specialisations; job security and job prospects - including redeployment, redundancy and premature retirement; school closures; staffing levels; pupil teacher ratios and planned operating capacity; initial teacher training and in-service education and retraining.

The NUT attempts to inform its members of developments in education by issuing regular circulars, producing pamphlets and studies on a wide range of topics from time to time, and by publishing a weekly newspaper "The Teacher", which reports all debates of the Union's Executive Committee; a journal dealing with secondary education, three times a year, and an annual Review of primary education.

The Union is usually consulted when national changes in the education service are proposed by Secretaries of State or the Department of Education and Science but belives that the consultative procedures could and should be improved. It submits written and oral comments to Committees of Enquiry, and to government publications. Locally, the Union is represented on education committees, and expects to be consulted by education authorities on issues across the range of their services. The Union's views are frequently sought by the press and other media.

ENGLAND, WALES & NORTHERN IRELAND

The Joint Executive Committee of the Association of Secondary Heads, Assistant Masters and Assistant Mistresses

While it is difficult, even for futurologists, to foresee exactly how the world will develop up to the year 2000 and beyond, there seems little doubt that the teaching profession will be faced with the same basic task which has always been theirs: to assist in the maturation of the young people for whom they are responsible, to help them to develop as self-reliant individuals, able to recognise and use all their own talents and potentials independently or in co-operation with others, to acquire a philosophy of life and a store of knowledge which enable them to make sound judgement, together with a sense of responsibility to themselves and to other people, and at the same time to give them an understanding of their role in a changing society, within the family, in employment, in the local community and in the wider national and international society, with a desire to participate and to contribute at all levels for the good of all and for their own satisfaction.

This fundamental task, though constantly re-thought and re-stated, has been assigned to teachers for as long as society has existed. It becomes more important and more difficult as the expectations of individuals grow, and as the technological devices at the disposal of society become more sophisticated and more powerful. Individuals need greater integrity, a stronger moral code and a deeper understanding of themselves and others if they are to control nuclear power, use automation constructively, and harness the ability to stress and communicate information, to make genetic changes, to limit populations, to alter behaviour, to control thought, to eliminate or cause disease for the benefit of mankind and not for selfish advantage. This increases the burden upon teachers and emphasises the need for a teaching force of the highest quality.

1. Our Major Concerns For The Future

We are currently concerned, in England, Wales, and Northern Ireland, with the implications of falling rolls, together with economic measures which are combining to reduce the number of teaching posts available and creating unemployment among teachers. We believe that this reduction in pupil numbers provides a real opportunity for bringing down class sizes, for extending nursery education and for giving teachers time within their timetables for non-teaching tasks and for in-service training. We are pressing for resources to be made available for this purpose.

Recognising that some schools may close, and others may become smaller, we are concerned about the redeployment of teachers, and are continuing to negotiate proper conditions for this purpose. Teachers who face redeployment may need to be equipped to teach at different levels and to offer a greater variety of subjects. This has implications for teacher education, as indicated below.

Where schools are smaller, there are increased timetabling problems and this may lead to a reduction of courses available and a limitation of subject options and we believe that steps must be taken to ensure that pupils, especially those in secondary schools, do not suffer by the loss of opportunities for studying a full range of subjects.

We recognise that our major task is to educate the nation's youth, preparing them for adult life, so that they can earn a living, bring up a family, and become active members of their community and society. We believe that we must help them to become self-reliant and adaptable, so that they can cope successfully with changing patterns in employment, in the economy and in society.

We regard it as important that they should be equipped to use leisure time to advantage, and should have sufficient survival skills to give them a measure of independence. We see our task in the context of life-long education with opportunities for retraining; but realise that it is our responsibility to ensure that the school curriculum and organisation and the pattern of examinations should serve these aims, and should provide the knowledge and skills, and the qualifications which young people need when they leave school for employment or further training. We believe that we must exercise this responsibility in cooperation with parents, and employers, and with those responsible for further training; and that it is necessary to strengthen the links between the school, the world of industry and the community generally. It is however important to maintain the position of teachers as experts in education, and to ensure that they are given the freedom and the support they need in determining the methods and material which best suit the needs of their pupils, particularly when dealing as they must, with controversial matters of importance, such as multiracial education and international understanding and human rights, political or sex education, which are essential if young people are to develop the tolerance and sympathy they need for living in a society which is increasingly multiracial and interdependent, at international as well as national level, and attain the judgement and the means of democratic action to enable them to take an active and responsible part in civic life.

Specific problems of school organisation and curriculum with which we are currently engaged include: the difficulties of organising large schools successfully, so that they may become real communities in which every individual has identity and importance; the pressure for a common core in the curriculum for all pupils, and the need to determine the nature of this core and to ensure that it is relevant to the needs of all pupils and does not limit their proper opportunities for development for choice amongst a wide range of appropriate options; the difficulties posed by disruptive and maladjusted individuals in school classes, and of achieving successful patterns of discipline and order; the special needs of the 16 - 19 age group, the forms of school organisation most appropriate for them, and the need to help the smooth transition from school to employment. We are especially concerned to establish a proper system of educational maintenance allowances for the 16 - 19 age group, so that their choice between apprenticeship full-time or part-time employment or further study should not need to be based on economic considerations.

It seems to us that teacher education must take greater account of the wider tasks which are now required of teachers and of the changing demands upon the schools. Teachers must be helped to gain the knowledge, the attitudes and the confidence which they need to start their careers successfully and the opportunities for relevant continuing training to update their knowledge and methods, to acquire new skills and to gain promotion. The In-Service Training programme is of vital importance and teachers need to be given time to attend courses, and the necessary financial support. Teacher exchanges and study abroad become an increasingly important part of the in-service programme as society and school classes become more multiracial, and include immigrants and migrants from other countries and opportunities to teach and study abroad should become more widely available, with suitable financial support for those involved.

Initial and in-service training should also help teachers to use modern aids for learning, and to be competent to handle audio-visual and other technical resources. It should help them to undertand the influence of the mass media, especially television, and use them to advantage with their pupils, who need to acquire skills of discrimination and judgment in handling the information and propaganda which reaches the from so many sources.

While we recognise that teachers' organisations must work together, and must make common cause in negotiating conditions of service and salaries with their employers, we do not believe that this necessarily entails uniting with other teachers' organisations. It is important that the opinions of minorities should be expressed and that forms of organisation should be sufficiently diverse to meet the needs of a teaching profession with varied opinions and priorities. We have traditionally seen ourselves as closer to the professional associations of Doctors and Lawyers than to the Trade Union movement, but we also recognise our Trade Union functions and exercise them fully as registered Trade Unions. Our members have not so far desired to become affiliated to the Trades Union Congress.

2. The Role Of The Teaching Profession In Relation To These Concerns

The teaching profession, recognising its vital role in preparing pupils to live happy, useful and satisfactory lives, and in keeping pace with the ever increasing demands mady by society upon the schools, must do everything in its power to preserve the status of teachers and a respect for their integrity. While insisting upon their professional responsibility for the curriculum offered to the young people in school, teachers must seek agreement as far as possible with parents, employers and those responsible for training on the content of the curricular. Th teaching profession must also take seriously its responsibility for keeping parents and the public generally informed about what is going on in schools. It must play a leading role in the discussion of all educational issues at national or local government level and within the

community and must ensure that teachers are consulted, through their organisations, before decisions are taken by government or local authorities. It must secure representation on all national bodies concerned with educational issues or with conditions of service.

Teachers' organisations must take all possible steps to bring before parents, the public and local and national government the need for resources for education in school, and the need for a sufficient number of well qualified teachers to staff the schools effectively. It must constantly bring current needs to the notice of the public, and strive to secure conditions of service, including adequate initial and in-service training, which will enable the teaching profession to carry out its important tasks as effectively as possible.

3. Preparation Of Members To Face These Issues

Through regular meetings of members of our organisations at national (Executive) and local (Branch and School) level we provide information and a forum for discussion of all educational and professional issues of current or future importance. These meetings also provide an opportunity for our representatives on educational bodies to seek the views of their colleagues and to report to them. We encourage representatives to report in writing so that their reports can be circulated to all members interested. There is regular consultation at Executive, Branch and School level on all matters referred to the organisations by the Government. The organisations issue regular Journals, Newsletters, Leaflets, Pamphlets or other occasional publications informing members about current educational issues and aspects of conditions of service. From time to time members are consulted by means of questionnaires, and special conferences, seminars and training sessions are organised whenever occasion demands. Individual members are encouraged to write to their own Headquarters for information and advice on educational and professional issues.

4. Relations With Political And Educational Authorities

Our organisations have consultative status with the Department of Education and Science and other Government Department naturally, and we respond either at meetings with them or by written comment to every request for information or opinion on educational issues. From time to time, when occasion demands, we seek and obtain face to face meetings with responsible Ministers and their Senior Officials as well as the National Inspectorate. Our local Branches have the same status and opportunities at local level, and regularly meet Chief Education Officers and Chairman and Members of Education Committees on local issues and are represented on consultative bodies. They also have access to local members of Parliament.

By publishing our views on major issues, arranging Press Conferences and speaking on national and local television and radio programmes we bring our views to a wider audience. We are directly represented on the national negotiating bodies for salaries and conditions of service, on

the Schools Council for Curriculum and Examinations, on the Examining Boards, on the National Foundation for Educational Research, the Advisory Committee on the Supply and Training of Teachers, the Central Bureau for Educational Exchange and on many other educational Councils and Committees and through these bodies can ensure that our views are heard and can play our part in shaping policy.

GHANA NATIONAL ASSOCIATION OF TEACHERS

1. GENERAL INTRODUCTION

The Conference theme is relevant to the Ghana situation. It ties up very well with recent developments within the set-up of the Ghana National Association of Teachers (GNAT) and with the efforts being made by the Government to introduce educational reforms. With regards to the GNAT, emphasis is shifting gradually from the organisation's traditional concerns for teachers' welfare and service conditions to concerns for professional development. At the governmental level an Educational Reform Committee was set-up to consider the problem of education for tomorrow, and the Dzobo Report, which was embodied in a document called 'The New Structure and Content of Education for Ghana'* has been accepted by the Government, and its implementation has already started at the first cycle level (that is, the first nine years of formal education). As part of the implementation programme, an experiment is also well in hand aimed at identifying the problems connected with comprehensive education, that is, a fusion of vocational, technical and general education at the proposed Junior Secondary School level, which covers the last three years of first cycle education.

2. CONCERNS

2.1. The GNAT was adequately represented on the Reform Committee under reference and contributed its views towards the setting out of the objectives of the New Educational Structure and Content. Some of the concerns which guided the Committee in making its recommendations are as follows :

(a) the need to preserve and improve upon what is good and valuable in our traditional society,

(b) the problems arising from the type of educational system introduced during the colonial period, and the shortcomings of that system in the post-independence situation,

(c) the need to educate the Ghanaian child to meet the challenges of tomorrow.

2.2. Education for Values

The literate Ghanaian tends to be isolated and divorced from the realities of our traditional culture. For example, he does not appreciate his traditional music, drumming, dancing and other art forms and looks down upon them.

* A copy is available from the WCOTP secretariat

Our concern,therefore, is to find ways and means of bridging the gap between the literate and the non-literate Ghanaian so that the children we educate today will be able to retrieve our lost culture and preserve and improve upon it for the benefit of our future society.

2.3. Education Towards Manpower Needs

The colonial system of education was aimed at training people to read and write and with the primary aim of producing clerks, missionaries and administrators. The pattern of education has not changed very much since the attainment of independence to be able to satisfy the manpower needs of a developing or growing nation like that of ours. As a result of this situation, we have been producing scholars who are neither employable nor self employable. One of our major concerns, therefore, is to restructure our educational system and find alternative inputs which will make our education both meaningful and relevant to our individual and societal needs.

2.4. Education For Change

With the exception of the Dzobo Report already mentioned, reforms in Education in Ghana have been short-lived and have had no lasting impact on our education because they were concerned with problems of the present and education for today and not with the education for tomorrow. Consequently the measures proposed by these previous reform committees invariably became obsolete before their implementation. We have also noted that our society, like that of any developing country, is changing very rapidly. There is, therefore, the need for educational reforms that look well ahead so that the products of its system can cope with change.

Our concerns in this regard, therefore, are to educate children who can adapt to change, solve problems and promote creativity and originality. There is also the need to stress moral education so that technology does not lead to dehumanization.

3. THE VIEW OF GNAT ON THE ROLE OF THE TEACHING PROFESSION IN RELATION TO THE CONCERNS

3.1. It is the view of the GNAT that the concerns mentioned above can neither be identified nor put into practice without the involvement of teachers, because the teacher is the most important agent of change. Therefore, there is the need for consultation with teachers on all matters concerning educational reforms and at all levels of the decision making process.

3.2. This process of decision making, which, in most cases, has been in the hands of top educational administrators and handed down to the classroom teacher, has often led to apathy on the part of the latter.

GNAT is of the view that there should be joint decision making and that this must involve all ranks of teachers. We would even go as far as to support mass participation and not mere representational or sectional participation.

3.3. Of course, there is the need to consult the general public - parents, religious groups, governmental agencies, etc. - the involvement of teachers in this exercise is vital to the successful identification of problems, collection of data and the operation of new curricula. We would like to suggest that views can be solicited through the use of questionnaires, debates, discussions, symposia and other means. Information can also be obtained from School Boards, Districts and Regional Educational Committees and other interested educational agencies.

3.4. GNAT is also of the opinion that reforms must involve educational research and the use of research data so as to avoid the pit-falls of taking decisions that have little or no scientific basis.

3.5. As a corollary to our policy of teacher involvement in the decision making process, it is the belief of the GNAT that the succesful implementation of new curricula is partly assured , since a teacher so involved in the curriculum development exercise is bound to be committed. Implementation without teacher commitment leads to failure.

4. WHAT GNAT IS DOING TO PREPARE MEMBERS TO FACE THESE ISSUES

4.1. Professional Development Department

As stated in the introductory paragraph, the GNAT has been undergoing organisational changes in order to be able to cope with concerns identified in this paper. A Professional Development Department has been set up within the Association, charged with the responsibilities of raising the professional competence of teachers through in-service courses, development of educational materials and research in education. The functions of the Education Committee with its four sub-committees is attached as an appendix to this report.

4.2. In furtherance of our policy to ensure commitment on the part of teachers, the GNAT has been persistently fighting for the improvement of the welfare of teachers and their service conditions. The GNAT believes that teacher commitment to change will be enhanced if the morale of the teacher is raised.

4.3. This policy has led to salary increases and to the introduction of some fringe benefits. Teachers' Credit Unions have been formed and Consumer Societies have also been formed for the same purpose. A Salary and Conditions of Service Department, Finance Department and Economic and Welfare Department have been set up in furtherance of these objectives.

5. GNAT RELATIONSHIP WITH POLITICAL AND EDUCATIONAL AUTHORITIES

5.1. The GNAT is becoming increasingly aware of the problem of education for tomorrow, and has accordingly set up committees to study these problems and advise the political and educational authorities as to what measures should be taken to ensure that the reforms are successfully implemented. It is pertinent to note that this aspect of the establishment of professional committees is in its initial stage of development. At the appropriate time when sufficient information has been collected, the GNAT will be in a position to raise the issues at the appropriate quarters.

5.2. Although there is, at the moment, no formal relationship between GNAT and political authorities, the doors are always open for informal and formal discussions on educational issues. A similar relationship exists between the GNAT and the educational authorities.

Meanwhile GNAT is very much concerned about lack of public education and lack of visible steps to provide facilities for full implementation of educational reforms outlined in the Dzobo Report. It is likely that the tenets of the Report will not be accepted without the acceptance by the general public.

JAPAN

Japan Education Association

A. The relationship between education and employment

Following the so-called "oil shock", Japanese economy is suffering from a chronic recession with employment opportunities in the private sector being gradually limited and more and more graduates seeking jobs in the "stable" public sector. At the moment employment is no serious problem for graduates from lower and upper secondary schools, but university graduates are being increasingly affected by the recession. It is feared that the increase in potential unemployment would threaten the young job seekers in the near future.

Reflection is now taking place in educational circles as to the dependence upon rapid economic growth in the past, and both the government and educational organizations are trying to get rid of the "cramming" of knowledge directly geared to the needs of advanced technological society and to replace same with an education paying due attention to the growth of rich humanity.

B. Preparation for the transition from school to work and life in society

In Japan the students transfer from school to work and life in society not at the end of compulsory education but at the end of upper secondary education or in many cases at the end of university education.

Elementary and lower secondary schools concentrate on the teaching of basic knowledge, and vocational education begins only at the stage of upper secondary education, where emphasis is put on providing the students with fundamental technical knowledge to prepare themselves for adoption to modern technology. Consequently the practical education and training that they receive after employment plays an important part.

C. Life-long education

In the context of life-long education the school is considered not as a place to provide complete education and technical skills but as a means to develop human possibilities and train a person who continues to seek knowledge and skills throughout his life.

The school education in Japan today is aimed at helping the student to learn basic knowledge, develop his abilities and aptitude and increase the capacity of independent thinking. However, the schools still have many problems to solve such as the lack of initiatives and patience, the increase of violence and other delinquencies, etc. In order to cope with these problems it is necessary to build up an education system that is expanded in terms of both time and space to involve parents, teachers, and students in the process.

D. Expansion of educational facilities and service in face of increasing economic restraints

The concentration of populations in large cities following the drastic change in the industrial structure since 1960's and the sharp rise in the rate of advancement from lower secondary to upper secondary schools in recent years are creating many educational problems with respect to the construction of school buildings, staffing, and the handling of those students who cannot absorb school curricula.

Educational expenditure is shared among the national government, the local governments, and other bodies at the ratio of 23.0%, 69.3% and 7.7%, respectively. The share of local governments in Japan is higher than in other countries like the United States and Germany, and an increased educational expenditure by the national government is desired.

With regard to the fixed number of teachers, teaching hours, retraining of teachers, etc. concrete steps are now being taken to improve them by a phased program. As for the method and contents of education, new curricula are scheduled to be introduced from 1980, first to elementary, then to lower secondary and finally to upper secondary schools.

E. Teacher education to produce teachers capable of preparing their pupils/students to handle the increasingly complex nature of the society of tomorrow

Pressed by the needs of economic growth Japanese education since the war has not necessarily been successful in character building. We, as teachers, should seriously review this point when we consider the problem of teacher education. It is also time that improvement be made in regard to the acquisition of credits in teaching and professional subjects, the contents and duration of practice teaching, the relationship between national and public teacher training institutions and private ones, etc. The Law to Secure Able Personnel for the Teaching Profession is now in force in order to encourage good students to become teachers, and the government is now waiting for a report from the Teacher Training System Review Council on measures to improve the existing system.

F. Unity within the teaching profession and relations between the teaching profession and other groups in society

Teachers organizations in Japan are divided into two categories: those organied under the provisions of Article 52 of the Local Public Service Personnel Law and registered with prefectural governments as employees organizations, and those organized on a voluntary basis mainly for the purpose of promoting professional improvement of teachers. The Japan Teachers Union belongs to the first category, and the Japan Education Association belongs to the second category. What is common with the teachers organizations of two categories is that their membership being public servants, their activities are restricted by the Special Law Governing Educational Public Service Personnel.

The Japan Education Association takes a view that teachers are not workers but professionals. As doctors protect human lives, and judges and lawyers defend laws and human rights, teachers regard it their important mission to give knowledge and wisdom to the children under their care, and to enhance their spiritual growth.

H. The development of the curriculum and the examination system in relation to the needs of the society of tomorrow

Such issues as environmental protection, and population and family life are taken up in the curriculum in Japanese schools, and a supplementary effort is made through extra-curricular activities to increase the basic understanding of these issues.

The evaluation of achievements of the students, however, is often affected by the tendency to attach excessive importance to academic background, which still prevails in Japan, and is geared to the needs of passing the entrance examinations to upper secondary schools or universities. A sufficient attention should therefore be given to the development of the curriculum to meet the needs of the society of tomorrow, the establishment of the evaluation system based on such a curriculum and the effective utilization of its results.

I. The relationship between school and higher education or other post-school activities is increasingly questioned

The phenomenal increase in the number of students who wish to go on to upper secondary schools after completing compulsory education, and to advance from upper secondary schools to universities, coupled with the above mentioned tendency to give excessive importance to academic background, made schools all the more concerned with preparing their students for entrance examinations. However, the protracted recession and the increasing financial burden of educational expenses on the part of the parents are gradually changing the social attitude to consider university education as an essential condition for getting a good job. At the same time, there is increasing criticism about the education being distorted by the necessity of passing entrance examinations successfully, and an attempt is being made to improve the entrance examination system by the introduction of a nation-wide uniform preliminary test for national universities, and the selection of successful applicants by the recommendation of school principals.

In the meantime, there is an increasing number of applicants to vocational training schools at the post-secondary level as these schools are directly linked with the occupational needs of the society and their education in terms of curricular contents and facilities is being remarkably improved.

Before the war Japanese universities were highly academic in nature and had a strong element of research institutions, but since the war they have come to assume an increasingly important role in vocational training as a result of the explosive expansion of university education. We are now arriving at a stage where we should review the basic functions of a

university, and we hope that we can find a way along which the universities can continue to serve the nation and the humanity in the best possible manner.

J. The school as a part of the educational system

In Japan school education plays the central role in the whole education process, and non-formal education has not yet been fully developed although its necessity and importance are frequently discussed. How to expand and diversify formal school education in terms of both time and space is an important problem to be tackled by educational authorities as well as teachers organizations.

JAPAN

Japan Teachers Union

Education in the old days was available only to those who were allowed to enter the schools, for instance, the people of certain social standing, the rich, or boys only, etc. It was the "principle of equal opportunity in education" that removed these discriminations and made it possible for anybody to receive school education. While the restrictions to educational opportunities on the basis of discrimination deriving from social standing were abolished, it was left under this principle up to individual ability whether one can be accepted by a school or not. Here remainded educational discriminations based on one's ability.

However, the "ability" and "achievement" as measured in school put the children from rich families in an advantageous position, and if it is accepted that children with high ability should be given education of higher quality and children with lower ability should be content with education of lower quality, education will only magnify the handicaps to which children were exposed in early age. On the contrary, children with low ability and handicaps should be given better, far-reaching educational considerations and guaranteed sufficient opportunities of education and training to fully develop their abilities. We call it the "principle of justice", and we believe it must be one of the basic principles underlying education in the world of tomorrow.

The third principle is the "principle of the people's right to education and freedom of education." We consider it very important to further expand the people's right to education, the right to study that is essential for human growth and development of children and youth, the right of adults to self education, and the "people's right to study" including freedom of professional learning and research. Such rights as sufferage and freedom of speech will not be fully exercised if children and youth are not sufficiently guaranteed education as a right. In this sense the right of study may be called the "human right of human rights." These two principles must be thoroughly pursued in order that education may better serve the world of tomorrow.

In December 1970 the Japan Teachers Union set up the JTU Council on Education Reform comprising democratic scholars and cultured men renowned in different fields of specialities as well as representatives of school teachers and workers. After three and a half years of work the Council published a report entitled "How to Reform Japan's Education". (Copies of the report were sent to the WCOTP headquarters and major teachers organizations in the world.) The 11 items listed in the table of contents of the report are in themselves major educational issues concerned with the world of tommorow. They are the following:

1. How to reform contents of education
2. How to secure wholesome growth of every infant
3. How to guarantee the development of handicapped children
4. How to ensure senior high school education for all youth
5. How to reform universities

6. How to promote cultural and learning activities in communities and working places
7. How to democratize educational administration
8. How to establish public charged education
9. How to make a plan of educational facilities and environment
10. How to strengthen international solidarity in education
11. The rights and responsibilities of teachers.

With a view to making further studies on different subjects with regard to Item No. 1., that is, contents of education, the Japan Teachers' Union inaugurated in September 1974 the Central Educational Curriculum Review Committee, which consists of 20 committee members and 59 specialist advisors who are scholars, cultured men, and school teachers. The committee, after two years of deliberations, came up with a "Provisional Plan for Curriculum Reform," which was, together with the above mentioned report, widely distributed within the country to arouse active discussions, thus making an important contribution for a nation-wide debate on education for tomorrow. The chairmen of the Council and the Commitee were appointed members of the Central Educational Deliberative Council which was established by the Ministry of Education.

In order to make a specific study of the measures to be taken to reform universities in Item No.5 above the Japan Teachers Union established in October 1977 the University Problem Review Commitee with a two-year mandate, which membership is composed of university professors and high school teachers. To make these studies and publish reports on their results both for further deliberations by all the union members as well as for consideration by the general public is one of the essential duties of the teachers' union as a group of professionals to prepare its members for creating the education of tomorrow.

Education in the world of tomorrow must be based on the realities of education of today. It is necessary for us to make a constant effort to take up problems happening day to day in schools and to make studies for their solution. The Japan Teachers' Union encourage the self-motivated educational research activities of teachers in individual schools, and promotes and sponsors educational research meetings at the municipal, prefectural and national levels. The annual National Assembly for Educational Research sponsored by the Japan Teachers' Union is attended by more than 10,000 teachers and parents, who pay all of their travelling and other expenses.

These self motivated educational research activities of all teachers are found in the background of the discussions at the JTU Council on Educational Reform and the Central Curriculum Review Committee. Educational reforms can be effective and win public support only when they are based on the realities of the education of today.

Under the prolonged recession in advanced capitalist countries it is becoming increasingly difficult for new graduates to find jobs to which they can apply their specialized knowledge, and many of those who are already employed are losing jobs and are forced to seek new places of work.

The Japan Teachers' Union has been opposed to "narrow" vocational education and emphasized the significance of basic education even in vocational education. Consequently we have been demanding a further increase in the weight of general education, in vocational education at the upper secondary level, which was already higher in Japan than in other countries. Complying with the demand, the Ministry of Education is going to reduce the teaching time of vocational subjects by five periods a week. There is no denying that our efforts are having a favorable influence upon the youth and other people to help them overcome difficulties in employment.

We must not forget that a truly effective education in the world of tomorrow can be born only out of the education that is capable of solving the problems in the world of today. The teachers union must be able to exercise an influence upon the political and education authorities if it wishes to be successful in solving the old and yet new problems such as improvement of teacher education, expansion of social education, and increase in public expenditure for education. From this point of view we sincerely hope that a fruitful exchange of views will be made on the 1978 theme at the Jakarta Assembly.

REPUBLIC OF KOREA

Korean Federation of Education Associations

More than 30 years have already passed since the Korean Federation of Education Associations was first established in 1947. For the last 30 years the Federation has been contributing to the improvement of the education and well-being of its member teachers. The Federation worked as a representative organization of teachers, and also, as a professional pressure group on behalf of 200,000 teachers in Korea.

Korea has changed very much from the time when the KFEA first started 30 years ago. Korean society, which began to industrialize rapidly in the beginning of the 1960's, is now experiencing broad social changes. These changes are demanding a total re-examination of education in terms of purpose, content, methods and systems.

Under this situation the KFEA, the largest teachers' organization in Korea with a membership of more than 180,000, is seeking new measures which it will strive effectively for the future development of education. Below, we will look at these new directions. First, some of major characteristics of future society in Korea and educational concerns will be analyzed; secondly, the roles and strategies of teachers' organizations will be examined; and finally, the Federation's future relations with political and educational authorities will be suggested.

Major educational concerns of future society

Because the educational concerns of future society largely depend on social characteristics, some of these will be discussed below. In this paper, we will deal with the near future of the 1980's, not the distant future of the 2000's, although some statements may be relevant to it.

Among these characteristics it seems that we must mention the advancement of industrialization in Korea. Korea will become much more industrialized in the near future. The Korean economy already showed an average annual growth rate of more than 10% during the past decade. Per capita national income is now approaching US$ 1000, which is almost ten times more than it was in the 1950's. The agricultural population decreased from 50% in the beginning of the 1960's to about 35% in the 1970's. It is also important to note that industrialization brings changes in social structure, the family system and other areas, such as value systems. This trend will be further accelerated in the near future. In fact, Korea is now at an important stage; a turning point from an agricultural society to an advanced industrialized society.

The further advancement of industrialization suggests significant educational implications for us. In order to prepare for such a new era, we may summarize the following five problems as our major educational concerns: (1) the expansion of educational opportunity, (2) the improvement of quality in education,

(3) the retention and recruitment of capable teachers, (4) the strengthening of moral education, and (5) the effective role performance of teachers' organizations.

First, the expansion of educational opportunity is of great concern. With the development of industrialization, Korea will need more highly trained, professional manpower. Not only will more skilled technicians be needed, but also scientists and engineers will be expected to fulfill their important roles. As a response to this challenge, compulsory education, which is now 6 years, must be extended to 9 years in the early 1980's. The technical high schools must be strengthened, and the door to higher education should be opened wider. The government is already planning to increase student quotas in higher education by an average of 10% annually for the next 5 years. In addition to the expansion of formal schooling, out-of-school education must be strengthened toward the direction of lifelong education.

Secondly, the improvement of the quality of education is another concern. It is important to maintain high quality education for future development of the nation. It will not have much meaning if we simply expand educational opportunity quantitatively. Now, our great concern is about the quality of education.

Thirdly, significant attention must be paid to the retention and recruitment of capable teachers. As employment in industry is more widely opened, capable college graduates are likely to choose positions in industry, which apparently promise better salaries than teaching positions. Strong incentives for teachers must be designed.

Fourthly, as the value conflict becomes more serious, moral education in the schools will be more important. It is currently called National Spirit Education in Korea. In a rapidly changing society like Korea, where modern Western values and traditional Oriental values are mixed together, it is likely that people will experience value conflicts and alienation. Under this situation, the government is emphasizing a new type of moral education called National Spirit Education.

Finally, the significance of teachers' organizations will be increased in the world of tomorrow. Without the voluntary cooperation of teachers, the educational goals of society will not easily be achieved. It may be said that the success of future educational plans depends largely on the active and effective participation of teachers' organizations.

Roles and strategies of teachers' organizations in Korea

As we mentioned abcve, in an age of an historical turning point, we have important educational problems to solve. Now, what will the role and strategy of teachers' organizations be in order to meet such a challenge? It is suggested that the following three major directions be followed in order to define the expected role and strategy of teachers' organizations: (1) the improvement of teachers' professional service, (2) the advancement of teachers' socio-economic status and

well-being, and (3) the promotion of social leadership.

First of all, it is needless to say that the fundamental goal of teachers' organizations is the improvement of the quality of education. In order to enjoy the traditional autonomy of teachers, teachers themselves must voluntarily make efforts for the betterment of their professional service. For this purpose the Federation is striving for the reduction of teachers' workload, the decrease of the teacher-pupil ratio, the development of innovative teaching methods and materials, and the strengthening of in-service training programs.

According to the survey conducted by the Federation, the weekly workload of Korean primary school teachers is more than 50 hours. This exceeds the legal limit of 44 hours, and it is much heavier than that seen in other countries. Especially, the non-teaching load such as book-keeping, must be reduced in order to increase the pure teaching load.

The reduction of the teacher-pupil ratio is another matter. The teacher-pupil ratio in primary schools has been greatly reduced recently, but it must be reduced more for the improvement of the quality of education. According to the statistics of the Ministry of Education, the ratio was 51 to 1 in 1975. This is very high compared to 20 to 30 to 1 in some advanced countries in the West.

The research function of teachers' organizations is also important for the development of innovation in education. This includes the research for innovative teaching methods as well as materials. Professional research institutes may produce new methods and materials. These innovations, however, are likely to come from pure researchers or theorists who have no classroom teaching experience at all or from the foreign theoretical background which has little relevance to traditional settings. In this sense, teachers' organizations are expected to produce innovations from their own teaching experience.

Teachers' organizations are also expected to strengthen the in-service training programs. Administrative authorities are usually in charge of in-service training. Teachers' organizations however, must perform this function of supplying new knowledge and skills in a changing society where the period of usefulness of such knowledge and skills is very short.

Secondly, teachers' organizations must strive for the advancement of teachers' socio-economic status and well-being. It goes without saying that stable teaching cannot exist without a stable living for teachers. Increase in salary, defense of teachers' rights, and promotion of professional character in teaching are all included in this matter. The Federation is now asking the government to waive the tuition of teachers' children in all schools in Korea. On the other hand, the Federation is trying to organize new medical service systems for teachers, and to establish a new auditorium for use by all teachers.

Thirdly, and finally, teachers' organizations are expected to show initiative in social leadership concerning educational and social matters. Teachers' organizations have been traditionally concerned with the educational problems inside schools for a long time. Improvement of the quality of education and development of teaching methods and materials are all such examples. Now, it is expected that teachers' organizations will show their concern not only for pure educational matters, but also for social problems such as pollution, youth problems, poverty, population and environmental crises. If they show strong social leadership in trying to overcome these problems, future society will benefit greatly.

Relationship with political and educational authorities

In an industrialized society, as we mentioned above, teachers' organizations have a very important role in the improvement of the quality of education and the socio-economic status of teachers. In order to achieve these goals, teachers organizations must cooperate closely with political and educational authorities. The following three basic directions are suggested for this purpose: (1) development of alternatives in educational policy, (2) participation in the policy-making process, and (3) professionalization of administrative officials in education.

First, since the professional character of teaching is obvious in a knowledgeable society, it is very natural that teachers' organizations develop alternative plans concerning educational policy. In a sense, a teachers' organization is only a specialized professional organization representative of teachers and education. These policy alternatives must be considered very valuable ones, and the government must respect them.

Secondly, as a means of participation in policy-making, teachers' organizations must seek some seats in the National Assembly. Participation in various advisory committees in the government or the Ministry of Education which deal with educational policies is another way of participation in policy-making. In this way teachers' organizations can have a strong voice in the policy-making process in the nation. It is doubtless that the nation will benefit much from the specialized services provided by the teachers' organizations.

Thirdly, special measures are needed to fill administrative positions in the Ministry of Education with professional education officials or teachers. Under the present Korean system, administrative officials are not "professional" officials in the same sense as professional officials in the Ministry of Foreign Affairs or Ministry of Health and Social Welfare. We do not understand this system, because nobody denies that the field of education is a specialized professional field in modern society. The Ministry of Education must be under the control of "professional educators", not general government officials.

In conclusion, with the development of industrialization and a more knowledgeable society, education is becoming more significant than at any other time in the past. Accordingly, teachers' organizations are expected to perform their important role of improving the quality of education and of fostering the recognition of teaching as a profession. The success of schools and teachers, even the nation, will largely depend on the activity of teachers' organizations.

MALTA

Malta Union of Teachers

Since the aim of successive generations is to improve standards of living, it is not difficult to imagine what the future demands on educational establishments will be, given the continous development of current social trends.

The future will bring forth new processes. One can easily imagine a development based on technology and new economic and managerial technicques - a situation which will call for a higher level of comprehension and training in national labour forces. Ideas which are novel today will by then have become commonplace. Thus workers' participation will in the future be more widespread. The worker himself will be more knowledgeable of economic requirements; he will be more flexible to new demands. Education will therefore have to be more general and it will be called upon to instil more knowledge, more responsibility, more discipline and a greater facility for decision-taking in the individual. There will certainly be a greater awareness that work, production and management are a shared experience. Given new technology, productivity will have increased so that individuals will have the benefit not only of higher wages but also of more leisure time. Society will thus require its educators to impart ideas on how best to organise one's life in the new conditions.

In the future also, social responsibility will have increased and there will be more clearly defined rights and duties. Political and legal knowledge will have spread and there will be greater interest in world affairs rather than in more national boundaries. No doubt educational establishments will have played a crucial part in these developments.

But will future society require its educators to be mere transmitters of ideas? Is there the danger that the teacher will no longer be expected to assume an independent innovatory spirit, - indedpendent that is of ideological cross-currents? Already there are signs that government power is engulfing, and will continue to engulf, all spheres of education. It is being felt in political quarters that education is not for private initiative. And this threatens to censure even individual initiative in the classroom. Independence of thought, debate and criticism are at times being decried as mere disloyalty.

The teacher's identity is in danger of being lost. Already in certain countries we see whole teaching groups acting as mere ciphers. We see governments intent on maintaining their "status quo" handing down formulas for "instant education" aimed at propagating their ideological beliefs rather than at enriching the individual society. This is a real danger.

There is also the danger that the personal identity of the student himself is being engulfed by the circumstances of government. The accent today is on society rather than on the individual. But the shift of emphasis has been too rapid and too great. One cannot but agree with the policy

statement issued by the 8th European Conference of WCOTP members held last year in Jutland to the effect that, although teachers have the responsibility of preparing young people for a career and of providing them with the means to participate in a changing society, the essential aim of education should not be that of meeting employment needs in the private and public sectors. Rather the essential aim is to develop a full life.

Many students are also being channelled towards a specific profession too early in life with the result that they are not getting the benefit of a general education. Specialisation should not be defined too rigidly as it might restrict the opportunity of employment as well as narrow the mental horizon of the individual. This situation will certainly conflict with the needs of the future outlined earlier.

The local scene

A case in point relating to what has been said about government's engulfment of the student's personality is provided by Malta's new student-worker's scheme.

In Malta, the Government is going through the process of changing the present pattern of tertiary education. It is tying education rigidly to national economic objectives and to industrial growth. Locally, the problem of a surplus number of graduates and professional people does not exist in that we have less than a 3% graduate population. Therefore we have no unemployed graduates or graduates doing menial jobs as is the problem facing other countries.

The Malta Government has labelled "capricious" those courses Humanities and the "Arts & Science", Law & Theology - which are not tailored to local economic needs and is not ready to finance such courses. This is a serious impediment to the personal identity of the student.

The world of tomorrow should have competent professional people in various structures of education. The rigid scheme being proposed by the Malta Government does not cater for this. With the result that in the future Malta will have to import professional people in those areas which the Government scheme has not taken into account.

Moreover, those areas catered for in the Government scheme do not reach the academic level needed for postgraduate specialisation. Consequently, even in such particular areas Malta will have to rely on foreign specialists.

This rigidity is also apparent in the "Student-Workers Scheme" being proposed locally in that university students have to study for six months and work in the other six.

For a Maltese student to enter university he has to find a sponsor in the form of Government or a private business concern which will finance the student's studies and guarantee his employment afterwards. This kills

the student's initiative and freedom of action and expression, smacks of nepotism and paternalism, means "jobs for the boys" and makes the student aquiescent in that the continuation of his studies depend on the permission being given by his fellow employees.

The Student-Worker Scheme has now been slightly modified in the sense that whereas originally all students had to find a sponsor first otherwise they could not further their tertiary education now there is going to be created a different category of students who could opt for traditional courses not classified under the Student-Workers Scheme. In this latter case, such students would have to pay for their tertiary education. In this way a great social injustice is being perpetrated which is bound to bring about dissent, frustration, hatred and all the other ingredients essential for social disorder.

If the world of tomorrow is to be better and mere peaceful than the one we know today, then we must act now and act promptly. In our view the local Government is not contributing towards a brighter and happier future even more so with the envisaged reforms in tertiary education.

Role of the Malta Union of Teachers vis-à-vis its members

We see the role of the Union as being that of trying to refute or reconcile the following points of view.

We refute the idea of teachers as being that of passive transmitters of change as handed down from above. We are also against the idea of a traditionalist teacher and of one who is suspicious of any kind of change in that he may find himself passed ever by social upheavel.

We see the teacher as an initiator and guide. The teacher should be the originator of change and of ideas. The MUT is doing its utmost to see that the teacher's mind is not conditioned in any way.

The Malta Union of Teachers vis-à-vis the political and educational authorities

Prior to the holding of General Elections to Malta's Parliament, the MUT presented a memorandum to political parties in which proposals were submitted for possible inclusion in their electoral programme and for subsequent implementation on attaining office.

As regards the Union's relations with the educational authorities there are no official contacts with the Government because Government Association of Malta - which is a member of the Confederation of Malta Trade Unions to which the Malta Union of Teachers also belongs. This is the flimsiest of all excuses by which Government is trying to cover up its policy of effecting radical changes - some of which are already outlined above - in the educational system without consulting the teachers who have inevitably to bear the brunt of implementing them.

The Government's attitude has brought about an atmosphere of gloom and pessimism, and deep concern over the future of the whole educational set-up in Malta. The errors of ignoring the teachers, of involving teachers without consulting them and of attacking the Malta Union of Teachers, to which the vast majority of Maltese teachers belong, are a clear indication of the gathering storm clouds over the educational system in Malta.

NEW ZEALAND

New Zealand Educational Institute (REGD)

The educational concerns set out in the Inquiry Outline are all uncomfortably familiar to us in New Zealand. As space is limited our response will concentrate on:

1. some educational issues of particular concern to us especially in relation to our economic situation in New Zealand and the special educational problems which flow from it;
2. the aims and actions of our organisation in relation to issues.

1. The increasing rate of change in all areas and activities is the major factor which concerns our members. Literature on this is extensive and requires no repetition in this paper. However, it has a special significance for New Zealand. Ours is a small country (3.5 million population) at a long distance from all other countries. Our main wealth still comes from farming, such as dairy products, wool, beef and sheepmeat. Until recently there was a ready market in the United Kingdom. Since the UK joined the European Economic Community a few years ago our markets there have been restricted and we have had to seek markets in other places for an increasing proportion of our farm products. The price level of all these products has also been seriously affected by the world economic situation. The substantial increase in the price of oil was a further body blow to the economy.

Economic recovery from this situation will not be possible through traditional methods based on traditional attitudes. We have received personally the message of "Future Shock". Therefore the whole question of educating for change which is concerning teachers in most countries, is of vital and urgent importance to our community in New Zealand.

Fortunately the concept of educating children to cope with change is not a new one for our primary schools. The New Education Fellowship movement had a strong impact on our system in the 1930's, so that the educational philosophies of the Department of Education and the Teachers Colleges have encouraged schools to concentrate principles of learning rather than rote memory, on the development of the individual pupil's potential rather than the leaping of examination hurdles. The problem is to know whether our schools have succesfully met these objectives; or how closely they have been met; or whether some teachers and schools have done it better than others; or whether some teachers have not properly understood how to achieve the aims. In fact, we do not know whether schools can succesfully develop attitudes in pupils so that they will question established prejudices, and will use reasoning, logic and evidence in determining their future courses of action. Teachers may have confidence that they have achieved their objectives, but we seldom have an opportunity of assessing a pupil's performance twenty years or more later as he or she decides on courses of action to meet changing circumstances.

It is against this general background that we list some major areas of concern to us for the future. The list is not exhaustive. Each of our members would probably want to add to or substract from it.

1.1

The need for urgent research on teaching methods that will help children make intelligent decisions to meet changing circumstances, i.e. to replace behaviour patterns based on habit with actions based on evidence.

1.2

How to cope with the efforts to place on the schools an increasing responsibility for curriculum areas which were previously the responsibility of other agencies such as the family or the church (e.g. education in morals and values, in sex, road safety, drug abuse).

1.3

How to develop school programmes that recognise the rate of increase of knowledge and information, that is, that encourage children to find out, rather than to attempt to store information.

1.4

How to cope with increasing mobility of pupils. As pupils move from school to school how can we be sure that they receive their entitlement to some continuity of education.

1.5

How to ensure real equality of opportunity for all children, regardless of geography, race, religion, home background.

1.6

Underlying several of the above topics is the need to develop trust among the people and groups within both the education "system" and the wider community e.g. school and home; teachers in early childhood education; primary and secondary schools; tertiary institutions; pupils and teachers; children and adults, including their parents.

1.7

The need to shatter the view that education is what goes on in formal educational institutions. This implies the development of close bonds between teachers and their communities, in a manner which still leaves the teacher recognition as the person best trained to design and carry out the programmes as part of a lifelong process.

1.8

A thorough review of teacher education - selection of trainees, pre-service and continuing education, including provisions for continuing self-rejuvenation and the exchange of ideas with other people from all sections of the community. The teacher education programme needs to produce teachers who have the confidence to work closely with other

adults as well as pupils, and to act as catalysts rather than ringmasters. They must also be competent "general practitioners" as well as specialists in the fields of their own interest.

2. The New Zealand Educational Institute has always insisted that teachers, through their organisations, have a vital role to play in all aspects of educational planning and operations. If the teacher in the classroom is not fully involved and aware of what is being attempted then no progress can be made. The teacher will carry on as before, or even worse, will make superficial attempts to change, will have no confidence in the operation and may lose confidence in his or her ability to cope. Teachers are often accused of being too slow to change, but they are not dealing with technological changes such as using a new generation of computer, or the operation of a new machine. They are working in a field about which very little is yet known, i.e. the human learning process. They have a responsibility to the children they teach, to give them the best educational programme that they can devise. The teacher has to be convinced of the need for change, and has to be satisfied that the change is made in a way that produces a programme that is better for the children.

Classroom teachers tend to distrust educational researchers and educational administrators. Developing trust among people working for improvements in educational programmes is essential (see 1.6 above). Each must appreciate the role of the others. Each must be fully involved in working together to solve the problems outlined in Section 1.

2.1

The New Zealand Educational Institute is recognised as a service organisation with statutory rights of negotiation on conditions of service and with acknowledged rights to be consulted on matters which affect the development and operation of the education system in the primary (elementary) school area.

2.2.

The New Zealand Educational Institute is in regular contact with the Curriculum Development Division of the Department of Education, seeking member opinion through a number of NZEI Curriculum Consultative Committees. Through these consultative committees the views of members are brought forward to the National Executive, which refers to these committees any proposals which originate in the Department's Curriculum Development Division.

Through this consultation, working parties which include New Zealand Educational Institute nominees meet for week long sessions at residential inservice centres to consider changes in the curriculum guidelines on which school programmes are based. Suggestions for curriculum changes can originate from many different groups - parent groups, the elected Education Boards which administer the schools in the ten education districts, the Department's inspectors, in the field, NZEI Curriculum Consultative Committees, employer groups; in fact, any group with an interest in changing the school curriculum to meet the changing needs

of the community. The Institute has a permanent staff member, the Curriculum Officer who administers this whole area of consultation and opinion seeking.

2.3

From time to time regional or national conferences or seminars are organised to consider the operation of the system. In 1971 such a movement took the form of an Educational Development Conference which operated over 18 months, with encouragement to citizens to set up their own study groups to report to area and regional seminars with proposals for reform. Three major working parties prepared comprehensive study documents and eventually a report, Directions for Educational Development was produced. This report has since been used as a base document for reforms in the system, from early childhood through to tertiary and continuing education. The NZEI was represented by its members at all stages in this conference.

2.4

Other study groups, with NZEI representation are set up from time to time. Two recent reports dealt with Human Development and Relationships, and Health and Social Education.

2.5

The NZEI sometimes organises similar study groups. In 1977 it organised a national seminar of all interested groups to exchange views on Values in Education. Following this weekend seminar the Institute published a draft document for study by its branches and other interested groups. The document was further amended and will be discussed at the Institute's Annual Meeting in May 1978. If it is adopted it will become Institute policy in this field and will be used in negotiations with the Department of Education to establish national guidelines for use in schools. A similar procedure was followed in 1976 to formulate NZEI policy on community participation in schools.

2.6

The Institute is represented on the national committee which develops courses and programmes for the continuing education of teachers through local, regional and national courses, and through school based in-service training. In each Education Board area, local inservice training is planned by a committee on which the NZEI has members.

2.7

The selection committees which interview applicants for entry to teachers colleges have teacher members appointed by NZEI.

2.8

Each teachers college council has a member appointed by NZEI. This member is automatically on the Professional Committee of the Council and is member of the commitee which recommends the appointment of teachers college staff.

2.9

Each of the ten Education Boards has a teacher member appointed by NZEI.

2.10

The Appointments Committee of each Board which recommends the appointments of all teachers in the primary schools consists of an NZEI member, a member of the Education Board, and the District Senior Inspector.

2.11

The Institute makes submissions to any committee set up to study any matters related to education or the care of children.

The Institute also exerts pressure to have committees set up to study areas of concern. For example , due to Institute submissions, the Government set up a committee to make recommendations on the registration of teachers. A past president of the Institute was appointed as a member of the committee, and the Institute also made formal submissions, advocating greater control of registration by the profession itself. The report should be published in May 1978, so the results will be known by the date of the WCOTP Assembly.

2.12

There is a constant discussion between the Institute and all levels in the Department of Education. About once a month the National President and National Secretary of the Institute have a regular informal meeting with the Director-General of Education and his senior staff to exchange views on educational development and the operation of the school system.

2.13

The Minister of Education has a traditional "open-door" policy so that the National President of the Institute can arrange to see him, often at short notice to discuss any issues affecting the work of schools.

2.14

The Institute also maintains regular contact with the Opposition spokesman on education and with the Education Policy Committees of the political parties. With a general election to be held in November 1978 the Institute has been and will continue to be very busy influencing the education policies of the parties.

2.15

Through its own publications, National Education which is a 48-page magazine issued 6 times a year, and Nat Ed Newsletter, a 4-page tabloid issued forthnightly, the Executive keeps members informed of negotiations, encourages discussion and reports on any new developments in schools. Over recent years members have been encouraged to improve their contacts with the local communities so that the parents can be well informed on the work and

aims of the school, and the teachers can become aware of the aspirations of the parents and of the community in general. This sharing of ideas should help build trust among the various groups, and ensure that steps taken to overcome the concerns listed in section I above can proceed with confidence.

The problem, of course, is to find the solutions, but if we can agree on the areas of concern and if we can build up trust and confidence among the people who attempt to meet those needs, there is a greater chance of success.

NIGERIA

Nigeria Union of Teachers

Introduction

Our world today is a forerunner of the world tomorrow. Without any doubt, we are living in troubled times. Our century is one of great upheaval, wars, revolutions and crises of faith. But then, the problem we face today can assist us to identify major educational concerns for the world tomorrow. These will vary not only from region to region, but also from country to country.

Purpose of Education

Considered mainly from the point of view of the Nigeria Union of Teachers and operating strictly within the Nigerian context, the purpose of education first and foremost is to prepare the younger members of our society to lead happy, satisfying lives and to make the best contribution of which they are capable to the common good. Secondly, education must prepare the young to live successfully in a world which is changing as never before.

As we think and talk about the "World of Tomorrow" in 1978, it must be recalled that today's primary school children will spend half their lives in the 21st century. The teaching profession should endeavour to anticipate the social and intellectual demands on the citizens in the 21st century. In doing this, it seems that two factors point the way to the kind of world in which today's children will live their adult lives and are therefore significant determinants of the content and methods of education. These are, first, the quickening pace of technological development and secondly, the increasing demand for moral rectitude among our youths.

The effect of technology is felt by every Nigerian today. Most people strive to live in modern homes filled with up-to-date appliances. On the roads, the motor-car makes the family mobile. The family shopping in urban centres is done in the super-markets with its ultra efficiency, excellent packaging and healthful environment. The mass media brings Nigeria and other parts of the world into every living room through the radio and television. This is Nigeria which the application of science and invention has created and yet the increasing inability to feed our growing population even on traditional staples such as yam, gari, palm oil and vegetable without importing from other countries is staring us in the face. This prevailing food shortage in Nigeria will be a serious disaster in the world of tomorrow if we fail to avert the present dangerous trends in our agriculture within our development programmes.

For instance, the pattern of social and economic development we are pursuing attracts away from the rural areas masses of young men and women who used to provide the labour for producing food. The unrealistic wage rates paid to unskilled labour in urban areas make it virtually

impossible for most farmers to depend on hired labour as substitute for those of their children on which they can no longer rely because of the nature of our educational system. The result is that most of the farmers left in our rural areas are old, with average age of between 45 and 55. As they die away there is no prospect of replacement for them by younger people. In the meantime, improved health and medical services have drastically reduced infant mortality rates and given rise to a sharp increase in the rate of population growth. Thus whilst every year there are fewer hands on the farms to produce food, we are bringing into the world many more mouths to be fed. What can education do to remedy this?

The point about modern agricultural production is that it requires the combined operation of so many skills - skills not only about how plants and animals grow or behave but also how machines are designed and operated to solve specific environmental problems and how records are kept to indicate progress and profitability of an enterprise. Modern agriculture, in other words requires the skills derived from agronomy, animal science, engineering of various types earth sciences, economics and accountancy and even home economics.

In order to meet the challenge of modern agriculture, a major strategy of education today for tomorrow's need which the NUT advocates is to build it around the primacy of mechanized agriculture in all post-primary schools in Nigeria. Students in post-primary institutions would need to study agricultural science both in theory and in practice.

In our times, letter bombs, embassy raids, hijackings, kidnappings, high-way robbery and stealing with violence have become facts of life. In the heat of this chaos, how does the 10-year-old decide what is right and what is wrong where the law of the land is silent? It is the task of education to try to equip him to do so. The NUT has therefore demanded the teaching of moral instruction or religious knowledge as a regular course in all schools.

The Teaching Profession and Expansion of Educational Facilities

In Nigeria, with the introduction of the Universal Primary Education in 1976, there has been a great increase in the enrolments in our primary schools; an increase which was not matched by economic expansion at the same time. The effect of this on the teaching profession is that more than 55% of primary school teachers are auxilliary teachers who have had no professional training. Even with the use of auxilliary teachers it is common to find two classes brigaded for teaching by one teacher in some schools. In many schools, class sizes have become extra-large, running to a crowd of fifty pupils or more. This situation has an adverse effect on the quality and standard of education in schools.

For the world of tomorrow, the NUT advocates that all teachers in our educational institutions, from pre-primary to university, should be professionally trained. Teacher education programme should be structured to equip teachers for the effective performance of their

duties. Since a large number of our primary school teachers are below Teachers Grade II Certificate, or are untrained, it is the view of the NUT that such teachers should be assisted to advance to Grade II within the shortest time possible through in-service courses to be organized by the various state Ministries of Education and assisted by the Federal Government. Those who do not take full and proper advantage of the scheme after fair investigation could be systematically eliminated from the profession.

Teacher Education

In facing the challenges of technology, national development, the new international economic order and cultural identity, the Nigeria Union of Teachers is conscious of the fact that much is expected of the teachers of tomorrow. To meet these challenges, teacher education programmes in Nigeria should seek:

(a) To produce highly motivated, conscientious and efficient classroom teachers for all levels of our education system;

(b) to encourage further the spirit of enquiry and creativity in teachers;

(c) to help teachers to fit into the social life of the community and society at large and to enhance their commitment to national objectives;

(d) to provide teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to any changing situation not only in the life of their country, but in the wider world; and

(e) to enhance teachers' commitment to the teaching profession.

The continuing problem for all societies, and for individuals within them is not whether to change or not, but how best to adapt to their rapidly changing environments in order to preserve an identity and ensure a continuing existence. The teaching profession has been viewed traditionally in many countries as falling somewhere between the liberal professions, such as medical or legal profession, in others, it is viewed as a trade union. The Nigeria Union of Teachers falls under the latter category. The reason for this now is that teaching is still not one of the best paying jobs, in Nigeria. To remain as a profession per se means that the NUT as a teachers Organisation will have no bargaining power required to improve the service condition of its members. Change begets change. If the attitude of society to teaching changes in the world of tomorrow, it may well be that teaching may change to become one of the liberal professions.

Relationship between Teachers Organisations and the Political and Educational Authorities

In formal education, teachers organisations should be involved and consulted more in policy formulation especially at the initial stage by the political and educational authorities before decision-making reaches an irrevocable stage. This is the least that must be demanded for education in the world tomorrow. Time, effort and resources would be optimised if full consultation is ensured. It is the failure to attain this that is responsible for the teachers' present lack of participating identity in educational policies in many countries of the world today.

In non-formal education, functional literacy, remedial, continuing, vocational, aesthetic, cultural and civic education of youths and adults outside the formal school system will be paramount in the world of tomorrow where there will be no mass illiteracy, in every community. In order to eliminate mass illiteracy and encourage individuals to see literacy as a means of self-improvement, the school as a part of the educational system must play a major role in every community in non-formal education.

According to Prof. James W. Greig, of the Faculty of Education, University of Toronto, Canada, "Give the teachers a chance to demonstrate what they can do for themselves and for the schools. Strengthen the hands of teachers organisations so that they can become learning societies in their respective communities. Allow the teachers to do the job of developing education which other groups have tried to do with so little success. Oedipus resolved the riddle of the Sphinx by relating the riddle to the stage of human development. Perhaps the riddle of educational development can be resolved by letting teachers walk upright". In view of this, the Teaching Profession in the World of Tomorrow must revamp itself to face the challenges posed by the changing trends in society.

NORWAY

Norsk Laererlag

Framework of development

Shortly after the end of the Second World War work was started on a complete renovation of Norwegian education policy. The result of these efforts is concretized in new laws for:

- kindergarten (0 - 7 years)
- basic school (7 - 16 years undifferentiated)
- secondary education (16 - 19 years)
- adult education
- teacher training

Parliament has also agreed on a renewal of education at the third level, but so far no new law has been passed for this level.

One of the main objectives of education policy is to ensure that everybody gets chances of growth and development, personally and in relation to duties within a profession and within society at large. Another important goal is increased equality and democratization. School education should aim at equality between individuals and groups, women and men, old and young, handicapped and non-handicapped and between those of humble means and those more richly endowed. Even in a school context democratization should be accomplished by decentralizing the decision-making processes, so that decisions are taken as close as possible to those directly concerned, and by ensuring their participation in the processes.

The catchword of "lifelong education" can be used as a superior goal for all educational activity in society. Taking a longterm view it is intended to restructure all types of education on the basis of the idea of "lifelong education".

It may thus be said that the framework of education in Norway is set for quite some time ahead. What is now required is to fill the framework with a meaningful content. This will have considerable consequences for the teaching profession and subsequently for the teachers' organizations.

Norsk Laererlag, which is the largest professional organization within the field of education in Norway, has agreed on the principles and intentions of the new legislation. It would be proper to mention that, during the period of elaboration of the new laws, the teachers' organizations played an active role in the political process, as corrective and advisory bodies. But the organizations have also pointed out that a number of conditions must be met if the intentions of the law are to materialize. In this connection it has been important to emphasize that without the necessary resources it will not be possible to reach the goals. It will be a principal task of the organization to work for a better balance between intentions and resources. Norsk Laererlag will

particularly concentrate on pre-school and basic school since these levels of education constitute the most important field of interest of the organization.

Kindergarten

Although the authorities have attributed considerable importance to a substantial development of the kindergarten or pre-school, the organization realizes that it would be unrealistic to believe that before the end of the century there will be a sufficient number of pre-school establishments to receive everybody who wants to go there. The Act on Kindergartens contains a socio-economic aspect to which the organization cannot consent. The organization holds the opinion that pre-school children should be offered a pedagogical institution and that the kindergarten should be open to everybody. The organization intends to work for an amendment in this direction. The organization also advocates that pre-school teachers should be placed on an equal footing with schoolteachers as far as remuneration is concerned.

The purpose of the Act on the Basic School is stated in its first paragraph as follows:

> "The purpose of the basic school is, in understanding of and collaboration with the home, to help give the pupils a Christian and moral upbringing, to develop their mental and physical abilities and to give them a good general knowledge, so that they may become useful and self-reliant human beings both in their homes and in the community.
>
> The school shall further mental freedom and tolerance, and work for the creation of productive forms of cooperation between teachers and pupils and between school and home".

In connection with the Act on the Basic School a Model Plan has been worked out in which the intentions of the law have been concretized in teaching programmes. The model plan is divided in two parts, a general part and a part containing the various school subjects. In the general part the main emphasis is on new methods which shall replace the traditional "teachers'desk teaching" and where pupil activity is the principal objective. Among the various subjects and themes some are obligatory while others are not. A compulsory nucleus in each subject no longer exists. The model plan is meant as a guideline and provides a choice of subjects and teaching programmes from which a selection may be made.

The School Concept

The school concept - or the education concept - must in future be considerably widened. The school should not be looked upon as a mere educational institution in the narrow sense of the word, but as part of the childhood and adolescence environment. The school should constitute a part of the overall environment and contribute to the growth and the well-being of the individuals.

There is a marked tendency to put increased emphasis on the socio-pedagogical tasks of the school in addition to, and sometimes at the expense of, the traditional duties concerned with the training of skills and the imparting of knowledge. The aim is to create a school for all where everybody gets an education in conformity with his/her faculties and capabilities. This is also demonstrated by a considerable increase in responsibility and care for children with a handicap.

Our school act stipulates that in principle all children and young people in the 9-year compulsory school should be able to go to school in the municipality of their home. Integration of the handicapped is to be carried through from kindergarten to adult age. This means that the state has taken upon itself the care of all individuals up to the age of twenty as regards provision of education and/or occupation. Handicapped should even be given preference of admission to kindergartens when there is not room for everybody desiring admission.

The objective of integrating handicapped children in normal school gives rise to considerable problems of a practical and service nature and not least of a financial nature.

Changed role of the teacher

As a consequence of the changed school concept, the teacher will have a different role to play. From being the authoritarian leader he will now become a democratic partner and team leader. The teacher is to cooperate with colleagues, pupils, parents, specialists, institutions outside the school and with the world of work.

While the teacher could hitherto rely on a textbook and on lists of minimum requirements, he is today supposed to be more actively engaged in the choice of all types of teaching aids. The textbook is replaced by packs of teaching material and material that can be found in libraries, periodicals and papers. This increased freedom of the teacher is not without problems as it is accompanied by insecurity and doubt and exposes the teacher more, ideologically. Furthermore it means that the teacher must be better informed generally and that he should possess increased knowledge about an ever more complex world and cultural situation. This will demand additional time for pedagogical planning and in-service training. The organizations are very much concerned with these problems.

Status of the teacher

A danger exists that the teacher's status in society will be changed as a consequence of the expanded school concept. Voices have been heard to suggest that other professional groups than teachers should be called in to teach. It has been proclaimed that the school should recruit its "teachers" from the world of work by making workers join the teaching staff for periods of varied duration. Norsk Laererlag sees it as a major task to ensure that the teaching profession continues to be considered as being in accordance with the Unesco "Recommendation concerning the status of teachers".

Teacher training

The teacher organizations must work for a restructuring of teacher training so that it clearly aims at the teaching role. This is not the case today. Teacher training must be adapted to the new duties with which the teachers are charged. Teacher students must learn cooperation, both as an attitude and as a practical skill. At the same time a change of attitude must be brought about to the effect that teacher training increasingly aims at interaction between school and community. The school must have a profile in working life at the same time as working life enters the school. We believe that such education can best take place at professional teacher training institutions, not at universities. We base this opinion on the fact that the socio-pedagogical tasks of the school demand much greater emphasis on pedagogical theory and practice in teacher education than can be given in traditional universities.

Financial consequences

The great reforms in the education system were enacted by the political authorities in a period of economic growth and optimism when it was believed that it would be possible to spend ever increasing resources to implement them. Recent developments have shown that this will hardly be possible, at least not for some time. At the moment the economic situation in Norway not only dictates a stop in growth, it also demands a reduction of public and private consumption. At the same time Norsk Laererlag has emphasized that increased resources are imperative if the intentions of the law are to be fulfilled. The organization has claimed increased teacher density, a reduced number of pupils in the classes and a reduction in the number of teaching hours for the teachers. Otherwise they will be unable to take upon themselves the responsibility for carrying out the intentions of the law. The conflict between these circumstances is evident enough.

It is a fact, however, that enrolment in the 9-year school will decrease rapidly in the years to come. In 1984 there will be 50,000 less pupils than there are today, or 2,500 classes less with a corresponding reduction in the demand for teachers, with the teacher density we have today. Norsk Laererlag considers it as its duty to utilize this situation to get through its demand for increased teacher density. In this connection it should also be mentioned that the rate of training of new teachers must be regulated. Norsk Laererlag will keep an eye on possible problems of unemployment among teachers. The organization is of the opinion that a solution can be found in increased teacher density, which will heighten the quality of the teaching offered.

Transition from school to society

Compulsory school ends at the age of 16. In principle secondary education is open to everybody. We believe that before the end of the 1980s 30 per cent of the young will be able to get secondary education. Interaction between school and society (world of work) will be required in the course of the school years. Job orientation is compulsory in basic

school - and also job practice. From about the age of 16 education gets more of a vocational character. Theory is combined with vocational training, and in principle the pupils are free to make their own choice. In selecting its educational material the school must see to it that working life is borne in mind, and at the same time the school should aim at better integration in the local community. Authorities as well as schools must endeavour to find models for incorporating working life in the daily school activites.

The teachers' organizations should also be concerned with the isolation of the teaching profession from the world of work at large. It is necessary to establish contact with other professional groups. It would appear desirable that the teachers' organizations should take the offensive.

A principal aim of the Norwegian authorities is to maintain full employment. However, increased unemployment among young people is also a problem in Norway. Part of the reason can be found in the comparatively high degree of specialization in the world of work, but it is also due to a general preference for a long education. As already mentioned, efforts are made to give all young people the opportunity of receiving secondary education. This will remedy the situation, but so far, there are not sufficient schools for all who have completed basic school. An interesting debate on evaluation is at present going on. It is concerned, among other things, with admission rules for secondary education. Several models of solution have been presented. One proposes admission according to marks from basic school, another on the basis of age, and a third by drawing lots.

In the first six years of primary school no marks are given. Oral and written contact between school and home is meant to replace marks. It has been proposed that marks should also be removed from the last three years of basic school. For the time being the members of Norsk Laererlag through their local and county organizations - are busy forming an opinion on these issues. The view of the main organization will be based on the views pronounced by the local branches.

Communication with members and authorities

The members of Norsk Laererlag have submitted comments on all the big reforms and law amendments that have been enacted. On the basis of the opinion of its members the organization has been able to assert with considerable strength the views of the organization vis-à-vis the political and professional authorities. It is thus through practical work in the local organizations that Norsk Laererlag formulates the views expressed in relation to the authorities. Norsk Laererlag counts some 40,000 members, which means that approximately 90 per cent of the teachers have joined the organization. The views and opinions of the organizations are therefore looked upon with interest and also taken into account.

As an element in the democratization and decentralization process which is taking place, many issues are decided locally by the municipal

school boards and by the individual kindergarten or school by means of a type of working place democracy where pupils, parents and teachers cooperate. According to Norwegian law the organizations have a right to negotiations with the authorities. Against this background Norsk Laererlag has fairly good possibilities of influencing the decision process in the school system, locally as well as centrally.

Approximately 7000 of the members of Norsk Laererlag, i.e. approximately 17 per cent, are elected representatives of the organization at their place of work, in the local branches, the county branches or the central level. The organization offers extensive schooling to its local representatives. This schooling is financed through an education and development fund where all teachers pay in a relatively small part of their salary, while the most important part is financed by the authorities under the state budget.

According to Norwegian law the organization exercises a not inconsiderable influence through its right of submitting comments, the right to negotiations and to some extent the right to participation in the decision-making process. These rights are exercised through the representatives.

In the last decades of the 20th century it is of the utmost importance that the organization should safe-guard these rights and use them judiciously.

PANAMA

Magisterio Panameño Unido

Nuestra época se caracteriza por los cambios acelerados, producto del avance científico y tecnológico. Estos cambios crean problemas sociales, que se reflejan en la educación actual y por consiguiente en el mundo de mañana.

Entre los problemas más apremiantes que tendrá que enfrentar la educación del futuro mencionaremos los siguientes:

1. La creciente demanda educativa, como un proceso continuo en la vida del hombre.

2. La insuficiencia de los recursos económicos para cubrir los gastos que implica un proceso de educación permanente.

3. La capacitación permanente para responder a las exigencias de los cambios científicos y tecnológicos de la época.

Las organizaciones de profesionales de la educación deben fijarse metas que ayuden a los gobiernos a resolver estos problemas mediante la información, análisis y búsqueda de soluciones.

A. RELACION ENTRE EDUCACION Y EMPLEO:

Sabemos que la educación formal no avanza con la misma rapidez, que las otras ramas del saber humano, por tante es necesario que el educador se preocupe por preparar al hombre del futuro capacitándolo para utilizar todos los instrumentos y métodos que la técnica moderna y los medios de la comunicación social, ponen a su alcance, para lograr un proceso de reeducación.

La utilización de maquinarias en los quehaceres de producción han provocado el desplazamiento de gran cantidad de mano de obra, principalmente del área rural, creando un problema de migración interna las áreas urbanas.

El uso de la tecnología exige de la educación una preparación especializada para que garantice la eficiencia del trabajador y la eficacia en los procesos de producción y transformación.

La sociedad latinoamericana vive un proceso de transición, en el cual se transforman cada vez más, las instituciones y los medios de producción, creando así un dezplacamiento de mano de obra, lo que contribuye a aumentar la incertidumbre de la humanidad, ante el futuro.

La educación del mañana debe considerar la necesidad que tiene el hombre de una reeducación constante, para poder ocupar las nuevas plazas que el incremento de la tecnología y la ciencia, vayan ocasionando en el mercado de empleo.

Es necesario que los países subdesarrollados, a la par que utilizan personal extranjero, garanticen la formación de personal nacional especializado en las ocupaciones para las cuales la educación formal, aun no ha dado respuestas, con el propósito de disminuir en el futuro la utilización de extranjeros, que afecta notablemente la economía de nuestros países, por el escape de divisas que esta situación representa.

Es urgente que todos los organismos se preocupen por el incremento de la educación permanente como una forma de capacitación constante de la mano de obra que requiere el desarrollo y la adecuada utilización de los recursos materiales en cada país.

B. PREPARACION PARA LA TRANSICION DE LA ESCUELA AL TRABAJO Y A LA VIDA EN SOCIEDAD:

Los gobiernos de los países subdesarrollados, preocupados por que no exista un abismo entre el período de escolaridad obligatoria y a reformar los sistemas educativos con el propósito de que el estudiante adquiera los instrumentos necesarios que le permitan desenvolverse con éxito en la sociedad en la cual está destinado a vivir. Tal como señala Irma Saloc "La educación debe orientarse resueltamente hacia el futuro" , con el propósito de evitar lo que Alvin Toffler ha denominado "shock" , que no es otra cosa que la inadaptación del ser humano a los cambios acelerados motivados por el avance de la ciencia tecnológica.

C. EDUCACION PERMANENTE:

Se ha demostrado que la educación es un proceso que se dá en la sociedad a través de toda la existencia del ser humano y que es la única solución para mantener un equilibrio entre la necesidad de mano de obra capacitada y el uso racional de esta, evitando problemas. El incremento de la Educación Permanente, como sistema organizado puede funcionar en otras instituciones que no sean la escuela.

D. AMPLIACION DE LAS POSIBILIDADES DE EDUCACION EN EL EJERCICIO FRENTE LAS CRECIENTES RESTRICCIONES ECONOMICAS:

La explosión demográfica y la creciente demanda educativa en los países subdesarrollados, contrasta con la insuficiencia de recursos económicos para hacer frente a las posibilidades de aumento de oportunidades educativas, sin embargo todos los estados algunos conjuntamente con las organizaciones profesionales de educadores , se dedican a diseñar nuevas estructuras, que permitan la incorporación mayor de estudiantes y la utilización racional y adecuada de los recursos disponibles (aulas, enseñantes, equipos). En algunas situaciones las aulas son utilizadas por tres grupos diferentes de estudiantes,a distintas horas.

Es necesario que los planificadores de la Educación, al igual que los planificadores del desarrollo económico, prevean los cambios que se operan dentro de la sociedad para que los proyectos de cambios y reformas en educación respondan en parte a las exigencias del futuro.

E. FORMACION DE ENSENANTES QUE PREPAREN MAESTROS CAPACES, A SU VEZ DE PREPARAR ALUMNOS ESTUDIANTES QUE SE ENFRENTEN CON EL CARACTER CADA VEZ MAS COMPLEJO DE LA SOCIEDAD FUTURA.

Cada vez es mayor la preocupación sobre que enseñanza deben recibir, los que tendrán a su cargo la función de formar a los futuros enseñantes. Tanto las Universidades, como las instituciones de Educación Normal, les preocupa el tipo de enseñante del futuro. Pensamos que no basta la revisión oreformulación de contenidos curriculares, sino que es necesario un cambio de actitud en los educadores.

El educador del futuro debe ser un verdadero investigador del medio que lo rodea, por tanto debe recibir los conocimientos básicos que permitan mantener a un ritmo acelerado un proceso de autosuperación y actualización profesional permanente.

En las organizaciones profesionales se debe fomentar el diálogo, el análisis crítico y la participación activa dentro de la comunidad, como una forma de aprendizaje. Tal como nos indica Freire al señalar: "Nadie educa a nadie, nadie educa solo, nos educamos mediante el dialogo y mediatizados por el mundo". Por expuesto anteriormente consideramos que el educador del futuro debe promover el aprentizaje de sus alumnos mediante las acciones señaladas anteriormente.

F. UNIDAD EN LA PROFESION ENSENANTE Y RELACION ENTRE ESTA Y OTROS GRUPOS DE LA SOCIEDAD

La profesión de enseñante es tan compleja, por los objetivos a ella encomendados y por las expectativas creadas a su alrededor, que hace difícil compararla con otras profesiones u otros trabajadores.

El enseñante no hace cosas, su trabajo lo hace con seres humanos siempre en proceso de cambio por lo que jamás se podrá medir con exactitud los resultados de su trabajo, por tanto su tratamiento no puede ser igual bajo ninguna circumstancia al que se da a otros obreros en la esfera sindical. Su trabajo es una contribución a la formación del hombre que la sociedad establecida exige para poder perpetuarse o transformarse, seg ún sea el objetivo social que impere.

En el futuro la profesión de enseñante debe considerarse dentro del campo de sociología, ya que se trabaja por y para la sociedad. El futuro nos señala como una de sus características alarmantes la deshumanización del hombre y el imperio del individualismo. Nuestras organizaciones gremiales (profesionales) deben preocuparse por fomentar la unidad primero de grupos pequeños, hasta lograr la unidad regional y luego la nacional. No podemos continuar funcionando como agrupaciones con miles de socios, que no participan activamente y viven ajenos a los problemas profesionales y sociales, regionales y nacionales.

Los grupos deben preocuparse por que se promueva una verdadera comunicación que conlleve realmente a una vida en comunidad, porque esta dejando existir desde el momento que la comunicación falta.

G. LA PREOCUPACION NACIONAL E INTERNACIONAL POR LOS DERECHOS HUMANOS

El hombre que nuestras sociedades tienen que formar es el hombre de la democracia para el desarrollo humanizado del cambio. Aprender y enseñar el respeto a los Derechos Humanos es tarea fundamental de la educación, sin embargo se trata de enseñar, pero no se aprende con la efectividad necesaria, ya que desde el inicio de la vida en familia, al niño se le conceden derechos y se le impone deberes sin su previa participación. En nuestras luchas por el ejercicio y vigencia de los Derechos Humanos, los educadores debemos comenzar por cambiar nuestros métodos de enseñanza en forma tal que lo capacite para aprender a respetarse como ser humano y en esa forma respetar a los demás.

Nuestras organizaciones mantienen un diálogo constante con las autoridades políticas y profesionales con el fin de lograr una política aceptable en relación a los derechos humanos en nuestro país.

H. AMPLIACION DEL PROGRAMA ESCOLAR Y SISTEMA DE EXAMENES EN RELACION CON LAS NECESIDADES DEL MANANA:

Los educadores de hoy al igual que los del futuro, no pueden conformarse con la enseñanza y aplicación de listas de contenidos progamaticos, estos deben ser enriquecidos decisivamente con los problemas que afectan al mundo que cambia aceleradamente, la continuidad de la educación a lo largo de toda la vida y la creación de institu ciones que preparen al hombre para ocupar el tiempo de ocio, que la tecnología moderna y la disminución del horario laboral le imponen es preocupación fundamental de autoridades y de algunos educadores de nuestra época. Los programas escolares por muy actualizados que esten no podrán dar respuestas concretas en ninguna época a los problemas que afectan socialmente al hombre actual.

I. LA RELACION ENTRE LA ESCUELA Y LA EDUCACION SUPERIOR U OTRAS ACTIVIDADES POS-ESCOLARES SE CUESTIONAN CONTINUAMENTE:

Le creencia de que la Educación Media prepara para la Universidad,ha hecho que se crea que la responsabilidad del bajo rendimiento de los alumnos que llegan a ingresar a la Universidad es por deficiencias de la Educación Media. Se observa continuamente que los educadores y gobiernos se preocupan por transformar los sitemas educativos, mientras la Universidad continua sin variar al suyo, enclaustrada y ajena a las realidades del mundo circundante fomentando una élite intelectual y sin colaborar en el descubrimiento y desarrollo de las capacidades del hombre. La Universidades abiertas y las propulares podrían en el futuro romper estas barreras educativas que tienden a favorecer siempre a aquellos que más tienen.

La evaluación del estudiante más que una motivación para corregir errores y detectar logros en base a los objetivos, se ha convertido en el instrumento que favorece la deserción del estudiante del sistema. Una evaluación científica en el futuro, debe promover el avance de cada individuo de acuerdo a sus capacidades, y a las oportunidades que le brinda el contexto social.

J. LA ESCUELA COMO PARTE DEL SISTEMA EDUCATIVO:

El enseñante como parte de un sistema oficial de educación se ha preocupado siempre por la función educativa de la escuela olvidando los otros agentes que dentro de la sociedad afectan más la formación del hombre. Es imperativo que los educadores y sus organizaciones realicen esfuerzos por que las actividades que se efectuen en algunas instituciones sirvan como refuerzo al Curriculum formal de Educación. La escuela también debe ser transformada y el enseñante convertirse en un orientador de las investigaciones de sus alumnos. Impulsar la ciencia y la tecnología como único medio de preparar al hombre para enfrentarse con el mundo de mañana, que cambia vertiginosamente, esta debe insertarse en el conjunto de las actividades educativas destinadas a los niños, a los jóvenes y a los adultos, a fin de ayudar al individuo a dominar no sólo las fuerzas naturales y productivas, sino también las fuerzas sociales y al hacerlo adquerir el dominio de si mismo, de sus elecciones y de sus actos". Ayudar al hombre a impregnarse del espíritu científico en forma que promueva las ciencias sin devenir en su esclavo". Las autoridades conjuntamente con las organizaciones deben fijarse como meta la capacitación y la reorientación permanente de los educadores, pero como condición fundamental de esta formación y capacitación debe añadirse como elemento de cambio una nueva concepción del papel que corresponde a los tres agentes principales de la educación: educador, educando y comunidad.

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SWEDEN

Lärarnas Riksförbund (LR)

The National Union of Teachers has the honour of presenting its reply to the WCOTP questionnaire. The Union wishes to make the general observation that the theme is well chosen, both in the sense that most of its aspects are of universal concern, and also with more special reference to countries, which, like Sweden, are preparing to reform their teacher education organization.

In its reply the Union has commented briefly on points A-J of the questionnaire and has then proceeded to answer the four concluding questions.

A Current statistics from the Swedish labour market point to a very close interconnection between education and employment prospects. The most prominent group of young jobless persons comprises those whose education has been limited to nine years of compulsory (elementary) schooling. Upper secondary education appears to improve employment prospects even if it is not directly vocational, due probably to the greater versatility with which a higher level of education endows the job applicant.

B Practical vocational guidance is needed for a certain length of time both in the compulsory and in the voluntary school systems. Certain preparatory vocational elements - for example, in the form of labour market orientation - are needed in the curricula for all lines of upper secondary school. The vocational lines of upper secondary school must be made to include a larger proportion of general subjects - especially Swedish, civics and general science but also some measure of language instruction.

C Recurrent education is becoming more and more of a pressing consideration, due to the demands made by vocational life in the form of subsequent training courses, short-term courses and retraining courses. This is partly because the production apparatus of advanced industrial nations is growing steadily more complex, and also because families are becoming less and less willing to change their areas of residence as the employment participation rate of women continues to rise. In the leisure sector too, there is a growing demand for education opportunities in the home areas. There is a rising need for courses in general cultural or scientific subjects, interdisciplinary project courses, and courses in music, art, sport etc.

D In many countries - probably including Sweden - economic realities are likely to dictate a freeze or even a slight reduction of public investments in the education sector. Continuous developments in schools through the introduction of new courses and new forms of training or other activities will in this way only be feasible if corresponding cuts are made to expenditure elsewhere in the school system. The shortage of resources may result in other sectors of society being given priority over schools. This may affect the school working environment, partly through a shortage of facilities and partly through the formation of larger pupil groupings than are educationally desirable.

E Teacher training must provide for a number of new or expanding duties. The knowledge explosion, especially in the scientific and technical fields is bound to imply within the education sector that the structure of basic knowledge possessed by teachers must be capable of capturing the main features of coming developments and of allowing a certain amount of closer study according to specialized interests. The rising international dependence entailed by increasing productive specialization and the growing mobility of labour across the frontiers implies that both a greater knowledge of languages and a greater knowledge of social and cultural patterns in the surrounding world will be needed. The development away from teaching situations and towards learning situations entails much heavier demands on the teachers' subject knowledge, on the width and depth of their teaching and on their teaching proficiency.

F Teacher training and practical/methodological training are the factors which should unite all teacher categories, but this must not be taken to imply that all teachers should possess the same level or content of subject knowledge. Secondary level teachers in particular require close contact with subject research and subject development, while methods and general educational developments may be important to many primary teachers. No clearcut division appears feasible, however, in this respect. Instead developments seem to point to a sense of community between all teacher categories and a connection between categories which are closely allied in terms of subject training.

Concerning the relationship to other occupational groups, research is needed into the role of mass communications with regard to negative attitudes on the part of other groups and decision makers. Teachers are in an exposed position and are very much aware of the pressure imposed by the expectations of others around them.

G Human rights are efficiently monitored in Sweden.

H Given the necessary additions and continuous revision, the existing curricula should also be capable of serving the community of tomorrow.

I In Sweden today, individual persons may already be said to be assessed according to their own aptitudes as a result of the system of 22 upper secondary school lines plus a large number of sub-alternatives for specialized courses which can be chosen in upper secondary school, marks being awarded separately for each line/ sub-alternative course. Most of these awards qualify the recipients for subsequent higher studies, even though they vary in content and level. Given the other components which can carry points for further studies, namely job experience and active membership of voluntary associations , each individual can be said to determine for himself the grounds on which he is to be assessed.

J Increasing numbers of teachers are employed in adult education associations, municipal adult education and labour market training, all of which can be termed informal types of education. Co-operation with regular schools consists to a great extent in the sharing of facilities and materials.

1. A catalogue of the major educational concerns for the future as seen by our organization

1.1 School must develop the ability of the individual to assume responsibility and exercise powers of co-determination both at work and in the community at large. People must become more active and more interested in their immediate surroundings and in the problems and development of their own municipality and their own country. Schools must therefore help pupils to develop into individuals who are prepared to assume responsibility and exercise powers of co-determination, individuals who are interested in their local community and who feel at one with it, individuals who actively tackle problems in their local community, their municipality and the country as a whole. Schools must therefore develop working procedures calculated to achieve the purpose thus defined for school work. Schools must develop attitudes in their pupils relation aiming at independence and at a critical and objective relation to the surrounding world and its problems.

1.2 Schools must develop in their pupils knowledge and skills which are more directly applicable to further education, to working life and to the life of the community. This requires improved contacts between schools and working life, between schools and the community and between schools and higher education routes. Thus schools must to a greater extent than at present focus on the role of pupils as employees and active citizens in a democratic society. Education with this emphasis must therefore relate more closely than at present to the direct problems of working life and the community. In this way pupils will become more aware of such problems and they will gain practice in the solution of problems and in active efforts for the improvement of working life and the community.

1.3 Schools must help to improve the knowledge and skills posessed by underprivileged groups. In concrete terms this means that schools must raise "the lowest level" of knowledge and skills possessed by individual persons primarily during compulsory education. Thus schools must give all pupils a certain minimum level of basic skills and basic knowledge. This demand is justified by the trend towards greater equality and by the need to improve the ability of all citizens to assume responsibility and exercise powers of co-determination at work and in the community as a whole.

1.4 Schools must harness the development potential of all pupils. This means that the content and working methods of instruction must be designed so that they can be adapted more closely than at present to the varying needs of individual pupils. Freedom of choice must be developed with regard to working pace, subject matter and working procedures.

1.5 Schools must distinctly improve the linguistic facilities of expression possessed by all citizens, both in their native language and in foreign languages. To start with, all citizens must have a better command of their native language as a means of asserting themselves, their opinions and their rights. The demand for the development of active citizens, individuals who are capable of assuming responsibility and exercising powers of co-determination, presupposes that all citizens

know their own language better than they actually do today. Moreover, the accelerating process of internationalization both between individuals and at interstate level demands that the teaching of foreign languages be retained at least at its present level. Finally a better sense of language and its expressive potential is needed to help alleviate the disrupted relations which in certain respects are a characteristic of modern society.

1.6 Schools must contribute towards an improved and more realistic presentation of the surrounding world. Individuals and groups need to be better equipped to control and cope with technical developments. Various problems in present day society - environmental questions, economic and political problems - stem from the fact that we have given free rein to technology and failed to observe in time the human implications of this development. Schools are one of the means whereby individuals must be made aware of this aspect. They must also be made aware of the interaction between nature, technology and man which is commonly referred to as ecology. Furthermore, they must be made more aware of the way in which interventions of various kinds disrupt this interaction and of the hazards which a deteriorated environment poses to mankind. They must learn to assume their share of responsibility for the environment of their local community, and they must be made aware of the importance of conserving non-renewable resources in the form of minerals etc. Since disrupted relations form part of the background to quite a number of social problems, pupils must be acquainted with their causes and development. They must also learn to live as active citizens with responsibilities of their own in a decentralized society, where efforts are being made in various walks of community life and working life to achieve an organisation composed of smaller, plainer units and a "more human" scale of things than today.

1.7 Pupils must be trained to play an active part in in cultural development and not merely to play the part of passive consumers. They must also be trained to assume responsibility for their own immediate aesthetic environment instead of passively allowing public authorities and older persons to provide them with a ready-made environment which they cannot feel responsible for because it has been created by others.

1.8 Pupils must be trained to preserve their health to the greatest possible extent. They must be taught the anatomy and physiology of the human body, and how it is affected by physical activity, diet and environment. They must learn how health is affected in various respects by one's way of life, and they must be made aware of the various health hazards entailed by the environment and by their own way of living.

2. The view of our organization on the role of the teaching professions in relation to these concerns.

A development of schools in the direction intimated in the sketch of the future will be aimed at pupils feeling and assuming responsibility for themselves, for their environment and also, gradually, for the problems and developments of their local community and their country. Passive behaviour and a "consumer attitude" are to be replaced by activity and creativity in the broader sense. This in turn demands the ability on

the part of teachers, in a process of interaction with their pupils, to stimulate and develop these qualities and attitudes among the latter. Teachers must therefore be able to organize and develop work procedures which operate in this direction. But another prerequisite is that schools give their pupils a very great freedom of choice concerning subjects, subject material, course levels and focuses of interest, because it is through exercising their free choice that the pupils can develop their independence and a sense of responsibility. This freedom of choice on the pupils' part demands in turn that every teacher have a very good knowledge of his subjects so as to be able to respond to the greater demands that pupils will make in these new conditions. Teachers will have to be prepared to deal with more variable aspects of their subjects than at present. Furthermore, they will have to do more than at present to renew and update their subject knowledge, and they will have more need of up-to-date knowledge concerning working life and society at large, whatever their teaching subjects.

Summing up, the training teachers are given in subject theory must be of depth and relevance corresponding to the greater demands that will be made by active and independently working pupils. Teachers must also be able to develop working procedures in harmony with these demands, and they must be able to exercise their profession against the background of a close knowledge of current conditions in society and working life.

3. What our organization is doing to prepare our members to face these issues.

(a) The Union continuously presents viewpoints on questions concerning the future of schools and on the development of the teacher role in its journal , Skolvärlden, which is distributed to all members.

(b) The Union conducts extensive policy work. At present it has a programme of education policy which was adopted in 1974 and is to be revised this year. It has also drafted a teacher training programme which will be presented to this year's Congress in May. A Union programme of personnel policy was adopted in 1976, and this also covers certain issues connected with school developments and the role of the teacher.

4. What our organization is doing in relations with the political and educational authorities to cater for the needs of education in the world of tomorrow as we see them today.

(a) The Union tries to obtain representation in the various ad hoc bodies which are set up to draft proposals concerning changes to the Swedish education system.

(b) The Union keeps in regular touch with those members of the Swedish Parliament (the Riksdag) who specialize in education questions.

(c) The Union is constantly engaged in negotiations and deliberations together with the National Board of Education, the Office of Universities and Colleges and the Ministry of Education and Cultural Affairs. Most

of these negotiations and deliberations centre round topical issues, but they also cover important policy questions and long-term planning.

(d) The Union tries to influence public debate by means of opinion-forming material in its journal, programme publications and publicity measures of various kinds.

(e) The Union is asked to comment on proposals put forward by official ad hoc bodies.

SWEDEN

Svenska Facklärarförbundet

Sveriges Lärarförbund

1. "A catalogue of the major educational concerns for the future as seen by your organizations"

In Sweden the compulsory school system, with basic comprehensive education provided in the nine-year primary school, stands on the threshold of a major organizational and curricular reform, the implementation of the so-called SIA school (the initials SIA stand for the "school's inner work").

One the eve of tomorrow's school SFL/SL consider it highly important to change working methods and practices in the school. Among other things, greater provision must be made for collaboration across subject boundary lines. The isolation that now exists in many places between various subjects and thereby between teachers is a problem both in the primary school (especially in grades 7-9) and in the upper secondary school.

Another problem is that the interaction of theory and practice leaves far too little imprint on working methods in the school. The pupils do not sufficiently investigate and apply the subject matter that is treated in the school. This is often the result of inadequate resources. To a great extent present-day instruction takes the form of so-called intermediary pedagogy, i.e. the teacher lectures and the pupils are passive receivers. What the school must aspire to instead is a problem-oriented working method in line with a pedagogical method based on dialogue.

Further, the contacts between the school and the rest of society must be intensified. Not only must the school give the pupils greater opportunities to take practical training out in society, but it must also apply laboratory-based working methods to a greater extent. Moreover, the society outside the school must intensify its commitment to the school by providing opportunities for practical training and by coming to the school so as to constitute an integral part of the classroom instruction.

Tomorrow's school must also give the primary-school pupils better knowledge and a firmer ground on which to stand in the face of future educational and vocational choices, as by offering enlarged and improved programmes of educational and vocational guidance, while the upper secondary-school pupils must be permitted to assimilate such knowledge as will enable them to choose between continued pursuit of studies or entry into the job world. Today's division of the upper secondary school into "theoretically" preparing educational tracks and "vocation-preparing" tracks provides no such options. The pupils in the upper secondary school must be permitted to assimilate such knowledge within a sector of the labour market as will enable them to take a first employment in that sector, at the same time that they must be given such knowledge that will generally qualify them for higher studies.

Unemployment among young people is a great and serious problem in Sweden today. By virtue of the rapid changes that are now occuring in the job world and the technological advance that has taken place, both more vocational knowledge and general knowledge are required if young people are to be enabled to obtain their first employment after leaving school.

At the same time as the school must be changed and impart a broadened knowledge content, it must be given an organizational structure such as to counteract the tendency for pupils to "drop out" of upper secondary school. The many upper secondary-school "dropouts" pose a major problem today. This together with the fact that a relatively large proportion of young persons, about 20 percent, abstain from completing education in the upper secondary school, means that many young people encounter adult life with defective general education and without vocational training of any kind. The system of upper secondary education must be changed so as to suit these young persons as well. Among other things, the upper secondary school must become more of an optional-subjects school and not a selective-entry school. Even though the upper secondary school can now admit virtually all 16-year-olds, it cannot give all young people the education they demand. Many of them embark upon the educational track they have chosen at second, third or fourth hand and are therefore poorly motivated to pursue studies. Moreover, the upper secondary school is poorly adapted to a system of recurrent education, i.e. alternation between education and work.

In the opinion of SFL/SL, the school must nurture the pupils to become active citizens who can contribute to the society's development. They must therefore learn to cooperate in the school, to reflect and think critically about what they read, and to ponder independently on the consequences and draw conclusions. A layout of the school work which promotes such a mode of working is combatted by the graded marking system. Graded marks create competition among the pupils and make them focus on those segments of the school work which are easily measurable and on knowledge of the kind that pays off in credit points. The pupils accept knowledge, assertions and problem formulations that yield such pay-offs. SFL/SL therefore consider it important to bring a non-grade-marking school into being.

To plan for the introduction of the SIA school, the official curriculum for the primary school is now being overhauled for its content and time scheduling. According to SFL/SL the content of today's curriculum affords far too little scope for those subjects that give the pupils a readiness to act when dealing with and solving tasks and problems which arise in their everyday lives and that prepare them for adult life. Much of the knowledge that children and young people used to assimilate in their homes is of the kind for which the school must now assume responsibility, not least owing to the changes that have taken place both in home life and in the job world.

Yet another problem that is bound up both with organizational structure and subject content is the pattern of sex roles to be found

in the school. The school must find ways which contribute to a development towards equality. The ongoing structural change as regards male and female roles in homes and workplaces implies that the school must prepare pupils of both sexes for active work tasks in a society where equality prevails. However, the sex-role pattern is due not only to conditions in the school and the neigbouring community but also, and above all, to how society at large functions. This is an additional reason why the school must have better and closer contacts with other public agencies and institutions.

2. "The view of your organizations on the role of the teaching profession in relationship to these concerns"

In 1974 the Government appointed an investigative body, "The Teacher Training Commission 1974", more popularly known by its Swedish initials, LUT -74. It can be mentioned that SFL and SL are taking active part in the investigative work with their own representatives.

LUT -74 is mandated not only to consider the needs and problems of teacher training but also to deal with the design of the school. The terms of reference for the commission are therefore not restricted to the training of teachers but extend their purview to the actual and sought-after school development. Thus the school's future development has come to constitute the main starting point for LUT -74 when it shapes the proposal for a new teacher-training programme. (LUT -74 expects to finish its work by the end of 1978.

The investigative work gives expression to a general quest to create a democratic, cooperation-oriented school, one that proceeds from a holistic view of the pupil and the pupil's development and which promotes an active role for the pupil.

Society's demand for knowledge is increasing constantly, notably as new scientific and technological advances are recorded. All persons are becoming more and more dependent on each other and on society. In consequence of this development a broadened and more general corpus of knowledge is required, at the same time that needs for deepened specialized knowledge are increasing. Further, the future will require a more active civic commitment from the individual citizen. Thus the teacher's role will be even more concerned than it is at present with motivating the pupils to bring active influence to bear on their studying situation so that they are trained to assume active responsibility and to cooperate.

The new teaching role signifies that tomorrow's teacher, acting in greater partnership with pupils, parents and society, must develop the school so that it educates individuals who function in society. But the training of teachers cannot by itself create a suitable teaching role: the society must also furnish resources towards shaping a favourable working environment that facilitates the teacher's complicated vocational situation.

A school that emphasizes personality development and participatory influence for the pupils must also have a teacher-training programme which stimulates the teacher-candidate's own personality development. The teachers must also have a high degree of independence in the exercise of their profession. Rigid central control throttles progress and does not create teachers who find stimulus in their work.

The concomitant of a profession that imposes ever greater demands on its practitioners is a growing risk that the teacher will feel personal inadequacy. It is therefore important to have all changes made so cautiously that the teachers perceive that society is giving them its support. This can be done in various ways, notably by transmitting objective information to the teacher and providing them with in-service training.

SFL/SL have in the course of contacts with the government agencies concerned jointly contended that undergraduate education and in-service training must both be linked more firmly together for various purposes, especially to create a new system that will afford teachers with recurrent education.

The in-service training should encompass courses of varying length and within urgent disciplines. The teachers should also be afforded opportunities to undergo such training while on active duty.

It is the imperative demand of the unions that all reforms within the school and teacher training be carried out at the same time by setting aside necessary resources towards the in-service training of teachers and teacher-trainers.

SFL and SL have also pressed the question to abolish the system of graded marks in teacher training. The unions are firmly convinced that the competitive situation which arises in graded marking cannot be reconciled with the ideology of increased team spirit and cooperation within the teaching profession.

3. <u>"What your organization is doing to prepare your members to face these issues"</u>

SFL and SL are eager to work and act in a true democratic spirit. The statements and proposals that the organizations make are well-anchored in congress decisions. In the periods between congresses the unions' central bodies contact the regional and local units to find out what they think about various issues. Moreover, the unions centrally strive to initiate a lively debate on school and teacher-training issues, as by publishing articles in the unions' journals, attendance at union meetings and participation in debates sponsored by the subject-teacher association that both unions house on their premises. The Executive Boards are also sensitive to the views of members that find various expression in the day-to-day work. Moreover, individual board members attend the district and local division meetings that are continuously arranged.

In consequence of all these efforts at different levels within the organizations, the unions have built up a high degree of preparedness for negotiating and deliberating with the government agencies aimed at the conduct of school policy in accordance with the members' wishes.

The unions also conduct a large-scale union training programme for their members on different issues. During these courses both individual board members and officials from the unions can participate and from there pass on the discussions and viewpoints that are presented here.

4. "What your organization is doing in relations with the political and educational authorities to cater for the needs of education in the world of tomorrow as you see them today"

As trade union organizations SFL and SL are well placed to call attention to the different problems that are to be found in the educational sector, and also to press ahead with and take part in the work to promote changes in the direction that we desire.

First and foremost there is the new law on co-determination which came into force on January 1, 1977. This is the Democracy at Work Act, more familiarly known by its Swedish initials, MBL, which empowers SFL/SL to use the collective bargaining route at both central and local levels to bring influence to bear on the change work that is taking place in the educational sector.

Many times, moreover, the data base that underpins the collective bargaining process has been prepared by a government commission of inquiry or by a working party or task force. To illustrate, the future training of teachers is currently being investigated under the terms of reference for the 1974 Teacher Training Commission (LUT - 74), in which both SFL and SL are represented, and the future design of the upper secondary school is being investigated by the Upper Secondary Education Commission, in which body SFL is represented. It follows that SFL and SL can take part in and influence this work from the very beginning.

When it comes to issues of less comprehensive scope than the ones mentioned here, the training of teachers and the upper secondary school, these are investigated under the auspices of the central civil service departments, the National Board of Education (SÖ) and the National Board of Universities and Colleges (UHÄ). Here again SFL and SL are involved, with particular reference to those issues which affect our activity area.

Both as regards the government commissions of inquiry (whose findings culminate in proposals for recommended legislative enactment by Parliament and Cabinet/the Government) and the task forces appointed by the administrative agencies (whose findings become the subject of administrative decision or, if more overarching issues are involved, of dicision at Cabinet level), the results of the investigative work are circulated to the interest organizations concerned for their opinion and comment. Thus in their capacity of "submission bodies" SFL and SL are again in a position to make known and underscore their demands. The submission

procedure is also applied to issues of the kind that have come in for internal investigation.

Lastly, issues that SFL and SL have helped to investigate, and for which proposals have been made to which we have responded in our capacity of submission bodies, may come up on the collective bargaining agenda. This means that SFL/SL may return in different contexts and usually at different levels of the decision-making process.

SFL and SL also employ the collective bargaining route to take part in the work that government agencies devote to requesting budget estimates, this to provide scope for those changes and that development we would like to see within the educational sector.

However, the greater part of the MBL negotiations take place on the local plane between the local divisions of the unions and educational authorities. SFL/SL also strive in their work to reach such agreements as will be conducive towards decentralized decision-making. The decisions should be taken as closely as possible to those persons who will be most directly affected.

SFL and SL can also make deputations to administrative agencies or to the Government as a vehicle for bringing influence to bear upon the decision-making process or for initiating an investigative project which the teacher-staff organizations deem urgent. The foundation of those demands for development and change which SFL/SL put forward has been worked out within the respective unions and in cases where more overarching issues are involved has taken the form of programme monographs. Such monographs may of themselves serve as instruments for swaying the opinions of administrative agencies and the Government. Apart from underpinning SFL/SL's union work, they are also intended to arouse wider discussion and debate, expecially in the mass media.

China Education Society

In recent years, the society has been changing rapidly in the Republic of China as in other countries all over the world. Our social order being in a state of flux, none of the existing social patterns is stable enough to serve as a standard of reference for the planning of school and college education. Education at various levels should not only prepare their students to cope with the existing social environment but also mould their character and orient their behaviour pattern in such a way as to fit them for the order which will be the mental product of school authorities or individual teacher. It will be something to be defined by our national reconstruction striven for as a supreme objective. The political and economic projects as well as cultural and social policies of our country all have to focus themselves on this over-all objective. Hence, all formal education is not only created to meet the needs of human life but is also modified by changes in the environment. As a result of changes in the social structure and the needs of national development, the educational system in the Republic of China may be adjusted and improved at any time as required by society. The China Education Society is making an effort to keep education up to date with new world trends by absorbing new knowledge, concepts and methods, so that educational renovation can lead to an over-all renovation of our society.

In order to meet the current situation, the China Education Society has taken the following measures :

1. Strengthening National Spirit Education

   Education is the foundation of our national reconstruction and is rooted in the fostering of the national spirit. A Committee on National Spirit Education Guidance has been established under the China Education Society, and Commitees for the Promotion of National Spirit Education have been set up in schools at various levels which are responsible for the development and implementation of national spirit education. The purpose is to promote patriotic education for all students, from elementary to universities level in order to develop the thoughts and beliefs of self strengthening and self-awareness.

2. Balanced quantitative development

   Since the Nine-Year Basic Education Program has been in effect, our quantitative educational development has accelerated. To meet the shortage of educated, basic-level manpower, we are continuing to improve basic education; at the post-secondary level, we are working for overall quantitative improvement, while pinpointing special social needs to be met by emphasis in key areas.

3. Development of Science Education

   The China Education Society has suggested a plan for the accelerated preparation and training of teachers for science education, and for science curriculum revision at the primary and secondary levels.

The expansion of school facilities and the improvement of laboratory teaching methods are also under way.

4. Promotion of Educational Experimentation

Enriching teaching materials is a vital task for Chinese education. The task includes the qualitative improvement of teachers, school facilities, and teaching materials. In addition, we seek through educational experiments to utilize the best teaching methods and years. We have conducted some major educational experiments: Experimental improvement of internal organization, curriculum experiments: the experimental integration of the entire 9 years of primary and public junior high school education and experiments in the education of mentally retarded children. Hereafter, schools at all levels will continue to conduct a variety of experiments in curriculum and teaching methods, in order to meet social needs and to upgrade the educational level.

5. Establishing Sound Educational Administration Agencies

Reflecting changes in the objective environment, educational administration at the provincial, county, and city levels has been modified in recent years to improve administrative efficiency. In accordance with the principle of simplifying administration and distributing authority, school administration at all levels has been appropriately reorganized to strengthen organizational effectiveness and bring better results.

6. Raise teacher qualifications and enhance the effectiveness of teaching

We Chinese have an old saying, "A good teacher can help bring a nation to welfare and freedom." As a result of this awareness the China Education Society has been making efforts to raise the professional competencies of teachers. The improvement of the competency of school teachers begins with the cultivation of a spirit of professional dedication and the establishment of a system of in-service education. Pre-service and in-service education, and studying during vacation will be strengthened.

Perhaps the most significant will be an increase in the number of teachers employed; the pupil-teacher ratio will be narrowed considerably. Moreover, many of these additional teachers will be highly specialized, with expertise in areas such as remedial and developmental reading, counseling and guidance, and education of the gifted and the retarded. A concomitant of increased funding for education willl be an increase in teachers' salaries.

Other methods will be studied. Honor rewards and grants will be given those who specialize and creative works in order to advance their spirit of professionalism and raise their status in society.

The foregoing description of the educational program provides the vitality in enabling a young man to achieve his own goals with his own national powers. Therefore, educational practice is chiefly to enable the students to become dutiful children at home, responsible members of society, disciplined citizens of the country, and defenders of righteousness and justice in the world.

On the basis of educational development in the Republic of China, it can be concluded that any one who tries to do his best for a better future will obtain for himself a good education and achieve his goal.

YUGOSLAVIA

Sindikat Radnika Drustvenih Delanosti Jugoslavije

Yugoslav Civil Workers Union

Future social development and particularly the development in education, as well as specific problems linked with the future of the teaching profession from today's viewpoint and perspective development needs of the society of tomorrow, are in the perpetual focus of interest of numerous social subjects concerned with the problems and general education policy in our country. These problems, in their entire complexity are particularly highlighted in the working out of medium- and long-term socio-economic development plans for the SFR Yugoslavia as a whole and its individual plans, i.e. narrower socio-political communities (republics, provinces and communes). The planning and the implementation of the long-term development policy, as well as the planning in the field of education and of cadres is a very complex process which is in Yugoslavia constituted on self-management principles, from the basis (organisation of associated labour* and communes) to the Federation. This determines the long-term development planning of present and future needs in education, as well as the role, significance and perspectives of the teaching profession.

In order to clarify the answers to some questions, it will be necessary to point out some specific features in the development of socialist Yugoslavia in the post-war period in which the historical transformation of its material base and the entire socio-economic and social structure of the society took place. For a relatively short time, much shorter than the period of historical development of developed countries, i.e. for less than three decades - Yugoslavia succeeded, in spite of unfavourable influence of outside factors, to come out of a materially backward, primarily agrarian socio-economic structure and to line up with medium developed countries. It belongs to the group of countries which have realised the highest rate of economic growth in the period after the war. In addition to Yugoslavia to this group belongs: Soviet Union, Rumania and Bulgaria (from socialist countries). Japan, Greece and Israel (out of capitalist countries). It is also very characteristic that Yugoslavia is one of the rare countries with such intensive dispersion of villages. During the last thirty years the agricultural population was reduced by 40%. Very intensive socio-economic transformation of Yugoslavia on the principles of socialist self-management had a decisive influence on the expansion** of all forms and levels of education and their democratisation.

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* The organisation of associated labour are: all schools, factories, production and service enterprises in all branches, which are constituted on self-management principles.

** The expansion of education in Yugoslavia has enormously increased and has increasing influence on the self-managing social development and its reverse effect. The number of pupils in elementary school has doubled in comparison with conditions before the war, the number of gymnasium pupils increased seven times, and the number of pupils in secondary vocational, technical and other vocationally oriented schools for about 20 times. There are now 22 times more students (over 400,000 full-time and part-time students, i.e. about 2% of the entire population of Yugoslavia).

The school and various other forms of education have become very important channels for vertical social mobility, opening to the mass of pupils the chance for advancement and the change of social status. Education increasingly becomes a decisive factor in the formation of qualified manpower. The organisation of work and education on self-management principles, self-management as a system of social and production relationships, the implementation of science and technology and the economic power of the market stimulate both young people and adults to learn, to acquire qualifications for one or to requalify for other tasks. Education has thus become an integral part of life in all professions and in all branches. The workers in the process of labour have to acquire adequate qualifications for the job, or to quit their posts and give them up to those with adequate qualifications. They have constantly to improve themselves during the process of work in order to be able to follow all technological innovations in the production, etc. This is undoubtedly a positive side of this process which is open to the future and in which work and creativity enjoy increasing mass support and complete social affirmation.

The expansion of education in our country to such an extent, as well as the rapidly increasing participation in education of both young people and adults, require constant increase of teaching cadres and the efforts for the improvement of the quality and full social affirmation of teaching profession. All this results and leads to the fact that funds allocated for education increase much faster than the growth of national income, which is a great burden for the economy, particularly in developing countries, and this also represents the great burden for the economy of Yugoslavia. The economic recession and unfavourable market conditions registered in developed countries in a certain measure reflect themselves in Yugoslavia and slow down the rate of economic growth and reduce the funds allocated for education. If this process continues, as it seems likely, this will unavoidably slow down the present education development rate. In Yugoslavia 6% of the national income is set aside and invested in education, which is at the level of developed European countries. During the past two decades the annual rate of growth of resources set aside for education in Yugoslavia amounted to 17% in comparison with the previous year. This is the highest rate of growth among the OECD, and even socialist countries. Such dynamics in the growth of funds allocated for education will be hardly possible in the forthcoming decades, in view of the increase of other social needs. This is also one of the limitating factors which will result in further changes in the policy and the system of education, and also on the demand of teaching profession, and material and social position of educational workers.

I. PRINCIPAL PROBLEMS IN EDUCATION IN THE WORLD OF TOMORROW AND THEIR INFLUENCE ON THE DEVELOPMENT OF TEACHING PROFESSION

A. Relationship between education and employment in the SFR Yugoslavia

The problems of the policy of the cadres, education and employment, as well as their planning becomes increasingly acute not only in Yugoslavia, but within world dimensions. It is obvious that the reproduction as a whole, including education and cadres as its parts, cannot develop in the optimum way exclusively on the basis of spontaneous action, or on the basis of generally formulated policy, which cannot replace the planning in education and its orientation. In the human sphere, as well as in all other spheres

of social reproduction, there exists the need for conscious orientation and planning on the basis of scientifically acquired and learned regularities of the reproduction process under the conditions of commodity economy and self-management system. The tendency and need for planning and adjustement of relationships between labour, education and employment, which is achieved through the reform of education and other social measures, is today present in the entire world, although it is realised in various ways subject to the socio-economic system and level of development of each country

The expansion of education characteristic for the contemporary world, as well as for Yugoslavia, is predominantly the result of the spontaneous movement and explosion of knowledge and less by the planning of cadres, employment policy and other social regulatory measures. On the other hand, the internal relationships in the system of education in Yugoslavia and the process of the transformation in the past period of reforms, have not sufficiently accompanied the development possibilities of the social self-management system. The policy of cadres and employment possibilities have been dependent, in a more direct way, on economic movements and have been more socially oriented than has education. However, in the development of all these categories, spontaneous movements have been present, but most in education which resulted in the so called "crises" in education manifested on the one hand in the overproduction of a certain number of cadres, and on the other hand in the deficiency of cadres and most frequently in inadequate preparation of cadres for the needs of economy and social services. Therefore the influence of the policy of cadres and employment on the education process and in opposite way has been insufficient, which has been primarily the result of the insufficient linking between labour and education and the financing of education. Later, through the formation of self-managing communities of interest for education for the financing of these activities a necessary step was made in their decentralization. The new way of financing of education has brought about the redistribution of national income in favour of education and faster increase of resources set aside for this sphere. This system of planning contains significant advantages in relation to basic development and opens new perspectives. Unfortunately, many limitations are present when we deal with planning of cadres and education, which has to be solved in future.

Among development factors in Yugoslavia, manpower still represents a very significant factor which by its number exerts pressure on employment. The size of the manpower as a development factor does not result only from great population increase, but first of all from enormous reserves in agriculture which even the fast rate of growth of employment could not entirely remove. On the other hand, due to complex regional development differences there are various possibilities for people to realise their constitutional rights to work, health protection, education etc. However, in spite of unfavourable conditions until now, during the past 30 years in Yugoslavia about 4 million new working posts were opened. The average net increase was about 130,000 persons, which was twice as high as the annual net natural increase in manpower. By gradual reduction of the increase of manpower from villages, the reserves of working posts will be made which will be as a rule greater than the natural increase of manpower, which will enable the gradual return of our workers now temporarily abroad. If compared with the entire population, the level of employment in Yugoslavia is still unfavourable, because out of 100 inhabitants only 20 are employed. There

exist great differences in employment in comparison with regional level of development. By the removal of those disproportions in future and the "removal" of transfer into the secondary and tertiary sector of activities, the possibilities will be opened for greater level of employment and the solution of the problems of the surplus of unemployed as a whole.

B. The preparation for the passing from school to work and the life in the society

This preparation has existed for a long time. Young people remained too long in education, and they were kept too long outside the process of work. To this was added the classical system of education. In Yugoslavia as well as in other countries, there is now a tendency towards an increase in compulsory education. Previously it lasted four years, then six years, and now eight years, for the 7 to 15 years age group. The present projection is to increase compulsory education to 10 years. However, the process of the linking of work and education, i.e. the inclusion of young people in the process of work, has been envisaged by the reform and included in the final years of compulsory eight-year education. Vocationally oriented secondary education, as well as university education is increasingly undertaking the function of work and adjusting to its needs so that young people from the very beginning are included in the process of work. Through the various forms of supplemental, additional and facultative and extended tuition (in addition to regular education) and through free activities children and young people are offered various possibilities of satisfying their interests and needs. Further, through various clubs and groups, pioneer organisations and youth political activities and participation in the self-management organs in the school and their social environment, the young people are informed about all events and prepared for active participation in the social life.

C. Lifelong education

The principal basis in the reform of the system of education in many countries, as well as in Yugoslavia, is life-long or permanent education. It is very significant for the future and because of frequent changes of the technological cycles the school will be less and less able to offer education which will last for life. It has to be acquired during the entire working and life period. The school has essentially to change the character of work, and the teachers and pupils have to develop co-workers relations in the school and tuition as equal subjects of education.
If we consider education as a permanent process it will be acquired considerably more outside the school and classic forms of tuition and increasingly during the process of work and intensive utilisation of free time, by transfer from education into labour, and also, according to need, from labour into education (i.e. through the development of the so-called recurrent education). In this way education will extend to other social areas outside the school and to organisations of associated labour, which will require change in the function of the teacher and teaching profession. Young people will be offered greater changes for organised use of their free time, and they will be less left to the street and chaotic mass robotised entertainment. The offering of opportunity to young people to express their personal desires will prevent the appearance of frustrations with the unwanted consequences.

D. The extension of educational institutions and services in relation to increasing economic limitations

The network of high and higher schools and faculties in Yugoslavia is very developed. There are 319 of them. However, as the reform of university studies is only now being implemented, it is still not sufficiently adjusted to the needs and possibilities of the society. This network enables all candidates with necessary abilities, or who so desire, to enter higher or high school or faculty. The selection is , as a rule, made during admission if a large number of candidates apply, above the capacities of a certain faculty.

Because of rapid development of the network of high and higher schools and faculties, the question of teachers has not been completely solved, particularly in younger university centres.* The lack is particularly felt in younger university staff (assistant professors, co-workers and associate professors). The rationalisation of the network of high and higher schools and faculties, and the reform of university studies and their adjustment with the needsof associated labour and the society as a whole, will result in more rational utilisation of teachers and the high schools will be better equipped with all teaching aids and necessary equipment. The rate of growth of economic development in our country cannot accompany such expansion of high school institutions, and therefore a more rational structurisation should be expected and probably the reduction of the existing network which will require greater selection on admission to the universities.

E. The education of teaching staff

Teachers, class teachers and pre-school teachers are educated at pedagogical academies where they acquire higher education (8+4+2), while the teachers for older pupils in elementary schools have faculty education. Teachers in secondary vocationally oriented education must be teachers with graduated faculty (8+4+4).

There is a tendency for teachers at all levels of the pre-school, elementary and vocationally oriented secondary education to have corresponding faculty and necessary psychologic-pedagogical and methodological education. The present preparation of teachers at faculties has been insufficient, and therefore they received additional pedagogical education at seminars and courses. The education of teachers for future work will be modernised, through the modernisation of the programme, and it will be based more on the investigation of contemporary socio-economic development in the world, the development of individual people and states, cultural and economic integration, political development, forms of international cooperation and struggle for peace in the world. Modern educational technology will be used as well. In the pedagogical education and improvement of teachers, the methods and advancements in the method of learning and their application in practice will be investigated, and the development of self-management relations in the school which affirm the role of pupil as a subject and cooperation between the teacher and the pupil will contribute to the introduction of modern teaching methods.

* Immediately before World War II in the SFRY there were only three university centres and in the school year 1977/78 there were 17 universities.

F. The unity within the teaching profession and the relationship between teachers and other groups in society

The development of a collective spirit, awareness and personal responsibility of the teacher for his work is satisfactory, because this is cultivated as a principle during their training. With greater opening of the school towards society, the teachers take greater part as active social, cultural, public and political workers, and therefore the need for their participation will increase. Through the linking of education and associated labour greater cooperation between teachers, experts and other workers in the organisations of associated labour is created. Therefore the need for special organisation of teachers into more narrow and closed groups becomes superfluous (except their organisation into special professional work). In the process of the realisation of cooperation with organisations of associated labour, prominent experts from the field of economy will be engaged more in future, and this will, in a certain measure, contribute towards de-professionalisation of the teaching profession in its classical sense.

The organised teachers are within special professional associations at the level of the republics and provinces, and also within associations of the associations of the same branches at the level of the Federation for the organisation of scientific symposia, congresses and other activities. Teachers of all branches are organised, together with all other workers in the associated labour in the sphere of social activities, in the communal, town, provincial and republican organisations, and all together into the Trade Union of Civil Workers of Yugoslavia.

G. International and national trend for human rights

One of the basic tasks of our socialist self-management schools and the society as a whole is the education of young people and adults for international understanding and cooperation, for the respect of human rights and dignity, for the development of the feeling of national affiliation and equality of people regardless of religion, sex, race, national and social affiliation, etc. Teachers who do not satisfy the above mentioned requests of society, regardless of their level of qualification and specialisation, are considered as unsuitable for upringing-educational work, because the school has the obligation not only to teach but also to educate its pupils in the spirit of expression and values of our socialist self-management society.

H. The development of the program and system of evaluation in relation to the needs of the society of tomorrow

School reform which is taking place in all socialist republics and autonomous provinces in SFR Yugoslavia modernises and supplements the programs of education in accordance with all social needs so that they include additional practical programs through which the students are acquainted with: the problems of the protection and the improvement of man's environment, the problems of health, family and sex education; special programs for social work of pioneer organisations, various tribunes, UN, UNESCO, clubs, etc. The evaluation system is adjusted to the new

programmes, which also includes descriptive assessment, broader acquaintance and follow-up of the pupil, his work, development and activities. This means that in addition to regular tuition in the reformed schools for elementary and vocationally oriented secondary education a considerable number of additional supplemental tuition is included (as an obligatory part), as well as various programs for extra-curricular and out of school activities. All programs and activities are oriented towards as complex as possible an inclusion of the school into associated labour and social life. The linking of the school with various extra-curricular and out-of-school forms of educations, represents another very significant component in the permanent education, which opens the school and the entire system towards the society and its needs. The role of the teacher in such a system becomes more complex and significant.

I. The relation between the school and high education, and other activities after schooling

The school programs for elementary and vocationally oriented education in Yugoslavia before the reform were mainly oriented to the needs of higher education. This particularly applies to the programs of the gymnasiums which were entirely oriented to university studies. The exceptions have been only the programs of schools for workers occupations which have been pragmatically oriented to certain occupations, and without additional examinations did not qualify for the entrance to the university. The present reform has abolished this dualism in the vocationally oriented secondary education, so that all forms after the elementary school at the same time prepare the pupils for certain activities in associated labour, and for further education at high and higher schools or faculties. The reformed vocationally oriented secondary education has two cycles: the first two-year general education stage which has the same program for all students, and the other - oriented - which lasts from one to three years subject to the complexity of various occupations. After the first stage, or the so-called joint basis, the vocational guidance and orientation of students according to their capacities and affinities takes place. The schools in the insufficiently developed regions receive additional funds for the equipment of schools and for other activities, in order to level the inequality of conditions of education. In addition to this, the schools have the obligation to organise additional tuition and other forms of assistance for pupils who work under more unfavourable social and other conditions, to provide for the transportation from the home to the school and back, if necessary. The system of follow-up and assessment of students is still not sufficiently adjusted in this new function of the school.

J. The school is a part of the system of education

The school in the SFR Yugoslavia, reformed and constituted, as the independent and self-managed organisation of associated labour becomes the part of an open (informal) system of education which in addition to the school also includes production and other work organisations, and all other social factors concerned with the problems of upbringing and education. In this way the school has practically become an integral part of associated labour, i.e. the social basis with direct and indirect influence on its programs and on its financing. In this way, in our opinion, the problems of education in future may be succesfully solved only by its complex inclusion

into the system of social reproduction. Our perspective is to achieve this. The role of the teacher in such system is changed basically, first of all in his preparation for the new system of education. For all those who were prepared within old system (the majority of them) special preparation is organised at regular and periodic seminars for the introduction of new programs.

II. The Participation of Trade Union Organisations of Associated Labour and other Social Subjects in the Achievement of Modern and Future Role of Teaching Profession

The participation of the trade union organisations in the realisation of the modern and future role of the teacher in our society is achieved directly through its members and trade union organisations at various levels, and particularly through the TU delegates in socio-political communities and self-managing communities of interest for education for the purpose of:

- the realisation of constitutional principle and provisions concerning the equalisation of the conditions and the results of work in education with other spheres of associated labour;

- to realise and strictly implement all self-managing rights of workers in education which are by their character and volume completely equalised with the rights of workers in all other spheres of labour (labour relations, pay, housing, social and economic position, etc.);

- to offer necessary assistance to educational authorities and associations of teachers in the passing of new programs and in all other forms of pedagogical work;

- to assist the teachers and self-management organs in the management of schools and development of self-management in education;

- to work, through corresponding organs and educational authorities, on the affirmation of the teaching profession and positive selection of future teachers.

The significant role of the Trade Union is that by all its activities and programs it increasingly places the teacher in a role which is not alienated from the society and the products of his work, and to fight for his pay according to his total contribution to the upbringing-educational work and active participation in the preparation of young people and adults for as successful as possible inclusion into the social life and self-management.

The strict implementation of the existing reform of education in our country directly engages all other social subjects for the purpose of synchronisation of activities on the elaboration of uniform policy and the system of education in accordance with the self-management development courses of the socialist self-management society. Therefore, the entire associated labour, as one of the most important subjects in the planning of the policy of education - particularly of the vocationally oriented secondary, higher and high education - on the basis of the existing and future needs for cadres of certain levels of qualification and type, acts and contributes towards more rational, efficient and functional orientation

of work and development of education in the function of associated labour. As a consequence of this influence which the associated labour has on the entire educational policy, the future expansion of vocationally oriented education will develop according to planned needs of the socio-economic development of the country. Under such conditions all parts of associated labour (economic, non-economic and social activities) find themselves in such a position as to engage their best expert cadres (partly) for the cooperation and direct inclusion in the work of the institutions for vocational orientation which prepare the cadres for their needs.On the other hand, such cooperation offers possibilities to educational workers in the vocationally oriented education to follow continuously technical and technological development, as well as the organisation of labour of all those organisations for which they are preparing the cadres.

The obligations and needs for mutual cooperation and engagement of teachers for vocationally oriented education with the spheres of associated labour and other social subjects unavoidably impose the need for the increase in the number not only of teachers (lecturers) but also of all other participants in education: programmers and organisers, school pedagogues, psychologists, sociologists, laboratory technicians and other staff.

The engagement of other social subjects in the realisation of the policy of education in our country and the affirmation of teachers and their profession in the future development of education and society is in accordance with the attitudes, obligations and activities of our organisation and associated labour as a whole, in agreement with the aims determined by the development policy of education in the SFR Yugoslavia.

Profesi Kependidikan
menjelang dunia hari esok

Kami, para pendidik Indonesia, mengemban tugas-tugas dan tanggung-jawab profesional kami, atas dasar satu keyakinan bahwa yang kami sumbangkan adalah untuk membangun satu dunia hari esok yang lebih layak dan lebih manusiawi. Sejak bangsa Indonesia menyatakan kemerdekaannya, guru, terutama mereka yang tergabung dalam Persatuan Guru Republik Indonesia, mengambil bahagian yang nyata dan tegas dalam mempertahankan kemerdekaan itu; sejak saat itu, sampai pada detik ini, PGRI tidak pernah meninggalkan arena perjuangan yang semakin lama semakin diarahkan menjadi dewasa secara profesional. Semua itu adalah satu pernyataan kemungkinan dan kepercayaan para pendidik akan pentingnya arti hari esok bagi satu bangsa yang sedang membangun. PGRI adalah satu organisasi para guru yang bekerja atas dasar kecintaan akan anak didik, kecintaan akan generasi penerus kehidupan bangsa.
PGRI adalah satu organisasi profesional yang berusaha setiap saat mengabdikan diri berdasarkan prinsip-prinsip kependidikan untuk membangun satu dunia — nasional maupun internasional — yang sehat dan cerdas. PGRI adalah satu wadah kemanusiaan di mana para pendidik mempelajari, menghormati dan memenuhi kebutuhan anak didik dengan cara-cara yang manusiawi.

Melihat pada semakin terakselerasikannya tempo kehidupan yang setiap saat berarti peningkatan tantangan bagi umat manusia, dan melihat pula pada kerawanan kehidupan umat manusia apabila mereka tidak berhasil mempersenjatai diri dengan kemampuan-kemampuan tertentu — baik secara tersendiri-sendiri maupun secara kolektip maka kami semakin yakin bahwa bidang kependidikan adalah bidang yang semakin kritis kedudukannya sebagai faktor yang ikut menentukan jatuh bangunnya sesuatu bangsa. Sejarah tentang punahnya kebudayaan dan peradaban besar yang pernah dikenal oleh umat manusia menunjukkan bahwa keterbelengguan manusia di dalam dunia yang terlalu banyak menoleh ke belakang menjadi penyebab utama kemusnahan itu. Pada suatu saat kebesaran kebudayaan itu beralih dari kekuatan dalam diri manusia ke kekuatan lahiriah, dan manusiapun berhenti menatap hari depan. Pelajaran sejarah ini tidak dapat dibiarkan berulang karena generasi yang dipertaruhkan untuk itu tidak akan mungkin dapat membenarkannya. Menimbulkan kekuatan yang tetap waspada terhadap tantangan-tantangan dari luar itulah yang harus ditekankan dalam pembangunan manusia, dan ini berarti bahwa pendidikan manusia itu menjadi satu senjata eksistensi yang kuat.

Perkembangan peradaban dewasa ini menunjukkan bahwa bukan saja masa depan itu harus diperhatikan sebagai masa yang masih harus datang, tetapi bahwa masa depan sudah menyerbu kehidupan manusia hari ini. Karena semua itulah maka menjadi sangat imperatif bahwa masa depan harus dijadikan prinsip perencanaan pendidikan karena hanya dengan demikian para pendidik dapat menghubungkan dirinya dengan dunia hari esok. Pendidikan tidak mengandung kebaikan-kebaikan mutlak secara a-priori, tetapi menjadi baik hanya sejauh pendidikan itu berhasil menjawab tantangan-tantangan yang diperlukan generasi anak didik pada waktunya. Dengan perkataan lain lagi pendidikan ditentukan bukan terutama oleh karena ia ternyata telah pernah membawa kebaikan pada masa lalu, tetapi oleh karena ia merupakan jawaban terhadap tantangan masa yang akan datang.

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Karena itu pula maka kami para pendidik Indonesia menerima kehidupan dunia masa depan sebagai tantangan, sekaligus sebagai pedoman untuk mengembangkan tanggung jawab profesional agar supaya betapapun besarnya perbedaan kehidupan yang telah kita lalui dengan kehidupan yang masih akan dilalui oleh generasi mendatang, masih mungkin terjadi kesinambungan eksistensi kehidupan. Pendidikan yang kita butuhkan adalah pendidikan pembangunan, yang bagi negara-negara berkembang merupakan satu pendidikan survival.

Pendidikan yang kita butuhkan adalah pendidikan yang mampu membebaskan manusia Indonesia dari belenggu hari kemarin, dari belenggu dogmatisme, dari belenggu romantisisme, dari belenggu tradisionalisme, agar dengan demikian masyarakat kita mampu melihat alternatif yang terbaik, berani merintis jalan baru, menghargai kemajuan (yang antara lain bercirikan perubahan yang kontinu). Pendidikan yang kita butuhkan adalah pendidikan yang mampu menyadarkan bangsa Indonesia akan potensi mereka, akan kepercayaan pada diri sendiri, akan moral dan harkat pembangunan, akan kekayaan nilai dan keagungan bangsa dan negara Indonesia.

Pendidikan serupa itu adalah pendidikan yang perlu memiliki sifat jujur, sifat ilmiah, sifat terbuka, dan sifat yang realistis. Pendidikan serupa itu berorientasi ke masa depan, berorientasi pada aspirasi bangsa, berorientasi pada kebutuhan masyarakat, berorientasi pada kepentingan nasional, dan pula berorientasi pada keserasian hidup duniawi.

Adalah mutlak bahwa pendidikan serupa itu dikelola secara mantap oleh segenap lapisan masyarakat sebab pendidikan serupa itu adalah pendidikan mencakup kepentingan nasional, yaitu kepentingan seluruh bangsa Indonesia, sekarang dan untuk selama-lamanya. Di dalam arti ini; tidak seorangpun dapat mengelakkan tanggung jawab pendidikan, sebab sesungguhnya, pendidikan yang dibutuhkan oleh negara kita yang sedang membangun ini adalah pendidikan yang bersifat menyeluruh. Sudah lama kita tinggalkan konsep seakan-akan pendidikan hanya tugas orang tua, atau hanya tugas guru, atau hanya tugas pemerintah; konsep yang lebih realistis ialah bahwa masing-masing unsur masyarakat, pada bidang dan tingkatannya sendiri-sendiri, mempunyai tanggung jawab terhadap pendidikan tersebut.

Pendidikan serupa itu tidak tanpa persoalan. Tidak serta merta pendidikan dapat menjadi kekuatan penunjang pembangunan. Dari segi pembangunan, pendidikan itu sendiri masih harus diasuh dan diantar sampai pada satu tingkat kedewasaan untuk dapat berfungsi demikian. Tanpa ini, maka tidak ada satu kekuatan apapun (termasuk peraturan-peraturan dan segala surat keputusan) yang dapat mendorong pendidikan ke arah realisasi fungsi tersebut. Kekuatan sektor pendidikan tidak ditentukan semata-mata oleh adanya rencana yang lebih baik dan biaya yang cukup tetapi juga — dan tidak kurang pentingnya — oleh adanya keahlian, sikap, tekad dan moral membangun dari setiap yang berkepentingan. Ada tidaknya serta wajar tidaknya sifat setiap orang yang berkepentingan. Ada tidaknya serta wajar tidaknya sifat-sifat yang non- material itu sangat menentukan kemampuan sektor pendidikan untuk hidup sebagai kekuatan pendukung yang terarah dalam pembangunan.

Persoalan penting di dalam pendidikan dewasa ini ialah belum penuhnya berkembang pengertian masyarakat dan para pengelola pendidikan akan implikasi dari jenis dan sifat serta persyaratan

pendidikan yang dibutuhkan itu. Terlalu mudah orang berkesimpulan bahwa kalau saja pendidikan masa lalu itu sekarang diperluas sehingga lebih banyak pemuda Indonesia yang masuk sekolah, pendidikan akan berhasil. Kalaupun hal itu dapat dilaksanakan, tidaklah lalu berarti bahwa pendidikan telah berhasil. Belum lagi dipersoalkan apakah ada gunanya mengadakan perluasan (perataan) "pendidikan" seperti itu. Juga terlalu mudah orang berpendapat bahwa kalau saja ekspansi kwantitatif itu dapat diperkuat dengan penambahan buku, guru dan perlengkapan lain, maka mutu pendidikan telah ditingkatkan. Inipun merupakan hasil pemikiran yang keliru, sebab bukan jaminan bahwa mutu segera akan naik dengan adanya tambahan-tambahan itu. Sebagian lagi orang berpendapat selanjutnya bahwa yang perlu diubah terlebih dahulu ialah organisasi dan sistem kependidikan. Tetapi organisasi dan sistem adalah alat yang mati, dan akan tetap mati, selama tidak ada angkatan pelaksana yang menjiwainya.

Selanjutnya, pendidikan tidak dapat diandaikan sebagai satu garis lurus, yang hanya bergerak linear, tanpa pengaruh-mempengaruhi antara sektor yang satu dengan sektor yang lain. Karenanya, salahlah apabila secara umum orang melihat pendidikan sebagai satu sistem yang dapat berjalan terpisah dari sistem lain. Sifat multi dimensionalitas pendidikan menjadikan pendidikan itu sebagai sumber kekuatan yang besar sekali.

Pendidikan yang memasuki hampir segala sendi kehidupan, dan yang melibatkan sedemikian banyak biaya dan manusia, tidak dapat lain dari bersifat menyeluruh. Dari segi waktu, pendidikan yang menyeluruh ini berarti pendidikan sepanjang hidup; dari segi tanggung jawab, pendidikan berarti pendidikan dari dan oleh masyarakat sepenuhnya; dari segi kebutuhan individu dan masyarakat, pendidikan yang menyeluruh itu mencakup problematik seluruh kehidupan. Jelaslah kiranya, bahwa implikasi pendidikan masa depan sangat jauh berbeda dengan masa lalu, bahkan akan berbeda juga dengan masa kini, dalam hal-hal tertentu. Pendidikan, oleh karenanya, memperhatikan bukan hanya para remaja tetapi juga orang dewasa; oleh karenanya lagi, perhatian itu tidak terbatas di dalam dinding sekolah tetapi juga di luar di segala lapangan hidup; dan perhatian itu tidak dibatasi daripada yang bersifat intelektual melainkan pada segala bidang yang diperlukan oleh setiap manusia di segala lapangan hidup tersebut.

Strategi pengembangannya sistem pendidikan serupa itu sudah jelas lebih kompleks tetapi itulah satu-satunya pendekatan apabila benar-benar kita kehendaki adanya pendidikan yang sungguh-sungguh relevan dengan tuntutan pembangunan.

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